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ABSTRACT

The main purpose of this study is to provide those concerned with planning and administration of education in Saudi Arabia with a deeper insight into the elementary education system by analyzing the growth patterns observed in the past, presenting a more vivid picture of the present situation, and projecting the probable quantitative expansion in the future. It is also designed to serve as a model for the training of the staff engaged in statistical research and analysis. Chapters are concerned with presenting an overview of progress; describing the schools, their number, size, buildings, and number of classrooms; describing pupils and noting class size; characterizing teachers and the pupil-teacher ratio; discussing teacher training; analyzing wastage, particularly as expressed in the number of dropouts; analyzing the determinants of future growth; presenting enrollment projections for the period 1975-85; and discussing teacher supply and demand for the period 1975-85. An appendix is composed of numerous tables of statistical data. (Author/IRT)

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GROWTH OF ELEMENTARY EDUCATION IN THE KINGDOM OF SAUDI ARABIA 1960 TO 1975

(WITH PROJECTIONS UPTO 1985)

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INTRODUCTION

A massive expansion of enrolment at the elementary level of education has taken in the Kingdom of Saudi Arabia where the number of pupils has been rising at an average rate of over 10 per cent per annum over the past five years. The Government has planned to maintain and even to enhance this impressive pace of growth during the coming years in order to reach the ultimate aim of making elementary education universal meaning thereby to provide education at this level to all children who reach the age of admission to school and also to retain them for the full duration of elementary education. This aim of achieving universal elementary education is reflected in the government's policy and plans. The Education Policy of 1390 A.H. (1970 A.D.) urges on "the authorities concerned to set up necessary plans to acoommodate all students reaching the age of elementary schooling within 10 years." The Second Five Year Development Plan of the Kingdom envisages enrolling each year starting from 3195 A.H. (1975 A.D.) 90 per cent of the boys aged 6 and bringing the remaining 10 per cent to school in the succeeding years, when they attain the age of 7. This means providing places for almost 100 per cent of 6 year old boys. In the case of girls, the plan aims at only 50 per cent of the girls in the relevant group to be brought to school in view of their present low enrolment in school and taboos against the female education, which are of course slowly crumbling.

Purpose of this Study:

The main purpose of this study is to provide those concerned with planning and administration of education a deeper insight into the elementary education system by analysing the growth patterns observed

in the past, presenting a more vivid picture of the present situation and projecting the probable quantitative expansion in the future in the light of the past trends and the present situation and as determined by the physical targets set in the Second Five Year Plan (1975-1980).

This study is different from anyother study on this subject undetaken so far, not only in its comprehensiveness but also because, besides describing the progress made in the past, it identifies the problems and highlights the deficiencies inherent in the system. The study is inspired by a sense of providing more detailed information to the planners, administrators and researchers on state of education and also to assist them in their work by making them available the findings of sophisticated statistical analysis of educational growth. The study is also designed to serve as a model of work for the training of the statistical staff engaged in statistical research and studies. It is intended to undertake a series of similar studies to cover all types and levels of education for a fuller and more comprehensive coverage of the entire educational system.

The Past and the Future:

The impressive growth of pupil enrolment over the past years, the will of the government to provide education to all the children of the nation, supported by adequate resource allocations, and also the realisation by the common man of the utility and value of education are no doubt some of the indicators for success in achieving the targets set for future. However a superficial view of the past as an indicator of the future is an oversimplification of the process of development. It is very eseential to have a deeper look into the past events which have led to the present situation and will largely determine the future size and structure of

the system. The study of the past and the present reveals the drags and the drains adversely affecting the smooth growth of the system. It is necessary to identify the problems and factors responsible for retarding the progress in order to find their solution so that their negative effects are minimised.

The Flaws of Aggregation:

The assessment of the progress over the past years and the targets for the future are generally based on 'aggregate' data which shroud the wide variations in the various characteristics of the different components of a system. It is usual to talk of numbers, averages, ratios and rates while describing progress over time or even a stationary situation. A few examples will be given to illustrate what the aggregate data shows and what it does not.

(i) How Big are the Schools?

The number of elementary schools in the Kingdom of Saudi Arabia has increased from 1,908 in 1970 to 3,028 in 1975. This addition of over 1,100 schools over a period of five years would appear to be quite impressive and satisfactory for a small and developing country like Saudi Arabia. But if the schools are arrayed according to their size of enrolments it is found out that a large number of schools are very small indeed. As would be seen in Chapter 3, nearly one-third of these schools have not more than 75 pupils each on their roll: more than half of these small schools have even less than 50 pupils each. Further a large number of schools are incomplete i.e. they do not have all the 6 grades of the elementary education. Nearly 25 per cent of the boys schools and over 40 per cent of the girls schools fall in this category.

(ii) Class-size:

The average size of a class worked out from the aggregate data is 25 in boys schools and 30 in girls schools. But on arranging the classes by size in a frequency distribution it is observed that whereas 75 per cent of classes of Grade I in boys schools are large having pupils between 21 to over 45, 75 per cent of classes in Grade 6 are small not having more than 25 pupils per class. The girls classes are generally over sized: 60 per cent of grade I classes and 40 per cent of Grade 6 classes have larger number of pupils than the simple arithmetic average of 30 worked from the aggregate data.

(iii) What Proportion of Teachers is Under-utilized?

The average number of pupils per teacher worked out from the aggregate data is 20 in boys schools and 25 in girls schools. But on sifting data of individual schools and arranging these in a frequency distribution table, it is observed that 20 per cent of the boys schools have not more than 10 pupils per teacher and in 40 per cent of the girls schools the number pupils per teacher exceeds 26. Another indicator of inefficient utilization of teachers is the teacher-school ratio. It is observed from the individual school returns that a quarter of boys schools and one third of the girls schools have 5 or less teachers showing that in some such schools the teacher may have to teach more than one class at a time.

Efficiency Of The Education System:

A very disturbing feature of the elementary schooling is the large number of pupils dropping out before completing it successfully. Another sore point is the failure of large number of pupils in annual examinations which may be one of the major causes of pre-mature drop-out from school. Both of these incidences, viz dropout and failure at the

examination, reflect on the efficiency of the system comprising teacher, administrator, school environment, curriculum, etc. The child or his parents should not be blamed for his truancy or failure. The school and the teacher are largely responsible for not being able to retain the child at school or for not being a-le to ensure an effective learning situation for the child to enable him or her to advance through the successive grades within the normal period.

The extent of premature dropout has been estimated at 51 per cent in the case of boys and 31 per cent in the case of girls. Put in another way, it means that half of the initia' enrolment in the boys schools and alightly less than one third in the girls schools is lost. Only 14 per cent of boys and 25 per cent of girls are able to complete the elementary stage of education successfully in the minimum prescribed time of 6 years. The rest of those retained by the school take 7, 8 or more years to graduate the 6-year course.

This colossal wastage due to dropout and congestion arising out of repetition greatly impede the progress and thwart the nation's efforts directed towards universalization of elementary education within foreseeable time. Serious efforts are therefore needed to drastically reduce, if not altogether eliminate, the premature drop-out and repetition from the school by improving the quality of instruction and school environment.

Over-Aged Pupils:

The age-group of children which is considered for universal elementary education is from 6 to 11 years (or when the child completes 6 and enters his or her seventh year of age as the lower limit and when he or she completes 11 but does not cross twelfth year as the upper limit).

But late admission and repetition lead to broader range of ages at elementary level of education. In 1974/75 school year, for example, 22 per cent of the boys and 31 per cent of the girls in elementary schools were older than 12 years. A further analysis of age pattern of pupils shows that 64 per cent of the boys and 80 per cent of the girls are older for their respective grades.

This over-aged pattern of pupils in school is a problem to be dealt with while planning for universal primary education. It is necessary therefore to make efforts to bring the children to school when they reach the specified age

Loss of Qualified Teachers:

Nearly 11,600 women graduated from the teacher training institutes between 1964 and 1974. However only 4,600 qualified Saudi women teachers were working in elementary schools in 1974/75. The remaining 7,000 graduates from these institutes remain unaccounted for. The loss of qualified men teachers is however limited to those who graduated from the old intermediate level training institutes.

Educational Quality:

The study is mainly a quantitative evaluation of elementary education over time. It does not deal with the quality of education as reflected from the effective teaching, suitability of curriculum, measurement of children's attainment in subject-matter, the availability of guidance and counselling services, the socializing effect of school, etc. However, the various rates and ratios of student flows through the educational ladder, the interrelationships between number of pupils, teachers, classes, schools and nature of physical structure of school, indirectly point towards the inadequacies or inefficiencies of the system and thus indicate the quality of education to some extent.

Projections For Future:

A study on elementary education would not be complete unless an estimation of the future size and structure of pupil enrolment and teacher requirement is made and included in it. Projections of enrolment, teacher requirement and supply have therefore been undertaken and included in the study to make it more useful for the educational and manpower planners, administrators and others interested in or concerned with the development of education in the Kingdom.

A period of 10 years has been covered for these projections starting from 1975/76 school year and going upto 1984/85. The first five years of these projections correspond to the Second Five Year Development Plan of the Kingdom. Therefore the various targets and provisions indicated in the Plan have been taken as guiding factors in addition to the growth trends observed in the past. These projections will therefore be dependent on the possibility of bringing additional children to the first grade of elementary education as foreseen in the Plan. The validity of these projections will also depend on improvement of success rates, and reduction of dropout rates as engisaged in the Plan and as observed from the past trends.

CHAPTER II : AN OVERVIEW OF PROGRESS

- Schools
- Pupils
- Teachers
- Graduates
- Elementary teacher training
- Saudi teachers

CHAPTER 1

AN OVERVIEW OF PROGRESS

A steady and impressive expansion of educational facilities at all levels has been witnessed in the Kingdom of Saudi Arabia over the period 1960 to 1975. The progress at the elementary level of education, in particular, has been clossal as represented by the growth in the number of schools, pupils, teachers, etc. Detailed analysis of the growth has been made under different chapters of this study. However an overview of this progress is briefly described in this part of the study.

SCHOOLS :

The number of elementary schools has quadrupled during the period rising from 760 in 1960/61 to over 3 thousand in 1974/75. The increase has been more rapid during the last five years as would be seen from Statement 1 below:

Statement 1: Growth of elementary education, 1960 - 1975

	1960/61	1964/65	1969/70	1974/75
Schools	760	1279	1824	3028
Boys	712	1119	1446	2147
Girls	48	160	378	881
Pupils (,000)	115	224	397	634
Boys (,000)	104	179	277	411
Girls (,000)	11	45	120	223
Teachers (000)	5.0	10.0	17.2	29.8
Men (,000)	4.9	8.2	12.9	20.9
Women (,000)	0.1	1.8	4.3	8.9

Over 1,200 additional schools opened during the last five years far exceeded the addition made during the preceeding 10-year period from 1960 to 1970.

PUPILS:

The additional places provided in the elementary schools during the period 1960 - 1975 led to an increase of over half a million additional pupils when their number rose from 115 thousand in 1960 to 634 thousand by 1975. The increase was much faster during the last 5 years when on the average 47 thousand additional children - this increase is also due to repetition - were enrolled or retained annually compared to an average of 30 thousand per annum during the preceeding decade 1960 to 1970. In the case of girls almost half of the additional enrolment of 212 thousand was made during the last five years and the remaining half is accountable to the period from 1960 to 1970. The rapid expansion of girls education at this level has raised the ratio of girls to boys from 1:10 in 1960 to 1:2 in 1975.

TEACHERS :

The increase in the number of teachers during the period 1960 to 1975 is almost six-fold. In the case of teachers too, almost half of the additional 25 thousand teachers were provided during the past five years. An improvement point about the additional teachers is that an upgraduation of their training level has been undersay. The men teachers recruited furing the past five years were graduates from the secondary level teacher training institutes whereas those recruited during the period from 1960 to 1970 comprised mostly the graduates from the intermediate level training institutes. As a result of faster

increase in the number of women teachers their ratio to men teachers has improved from 1 in 50 in 1960 to 1 in 3 by 1975.

GRADUATES

The number of boys graduating from the elementary schools grew by five times from 8 thousand in 1960 to nearly 40 thousand in 1975. The increase in annual output from elementary schools increased by 17.4 thousand over the five year period, 1970 to 1975. The increase in the annual output of graduates from 1960 to 1970 was however only 14 thousand. The number of girls graduating at this level rose from an insignificant number in 1960 to 19.5 thousand by 1975. The ratio between boys and girls who graduated in 1975 was 2:1 which corresponded to their overall enrolments in that year.

ELEMENTARY TEACHER TRAINING:

The annual production of teachers from the training institutes for men increased by about 7 times from 722 in 1960/61 to 2,845 in 1975. As mentioned before, the level of training was raised from intermediate to secondary during this period so that the

Statement 2: Production of teachers for elementary schools, 1960/61 to 1974/75

Sex	1960/61	1964/65	1969/70	1974/75
Men	722	1,499	1,068	2,845
Women	-	130	1,149	2,083
Total	722	1,629	2,217	4,928

graduates in the later part of the above period were superior in qualification compared to those who came out in the earlier period. The fall in the number of graduates in 1969/70 is due to the abolition

of the intermediate level training programmes.

The number of women graduating from the teacher training institutes rose from nothing in 1960/61 to over 3 thousand by 1974/75. A qualitative improvement in the training programmes for women teacher has also been under way leading to the abolition of the intermediate level programme by 1975.

SAUDI TEACHERS:

As a result of the increasing output from the teacher training institutes, the number of Saudi men teachers has increased from 4,058 in 1965 to 13,367 by 1975 thereby raising their proportion from 50 per cent in 1965 to 64 per cent in 1975. The proportion of Saudi women teachers has risen from 11 per cent in 1965 to 54 per cent in 1975 as their number increased from 192 to 4,780 during the period. The number and proportion of Saudi Women teachers would have been much higher but for the fact that a large number of trained women teachers either do not join the profession or leave it according to their personal convenience. The extent of wastage of qualified lady teachers is discussed in Chapter V.

Statement 3 : Saudi teachers by sex in 1964/65, 1969/70 and 1974/75

Year	Men teachers		Women teachers	
	Number	%	Number	%
1964/65	4,058	50	192	11
1969/70	6,907	54	1,148	27
1974/75	13,367	64	4,780	54

CHAPTER II : SCHOOLS, NUMBER, SIZE, BUILDINGS, CLASSROOMS

- Growth
- School-size
- Incomplete Schools
- School-buildings
- Classrooms

CHAPTER II

SCHOOLS : NUMBER, SIZE, BUILDINGS, CLASSROOMS

The number of elementary schools in 1974/75 stood at 3,028 of which 2,147 were for boys and 881 for girls. Reviewing the progress during each of the successive five-year periods from 1960 to 1975, it is observed that the average annual increase of boys schools has been 104,65 and 140 during 1960-65, 1965-70 and 1970-75 respectively. The corresponding increase in the number of girls schools during the three successive periods has been 28, 42 and 100 per annum respectively.

Statement 4: Growth of elementary schools during 1960-75

Period	New schools opened		Average annual increase	
	Boys	Girls	Boys	Girls
1960-65	519	112*	104	28
1965-70	327	218	65	44
1970-75	701	503	140	100
1960-75	1,547	833	103	60

* For girls schools the period is 1961-65.

It is obvious from the statement above that the increase during the latest quinquennium was the largest both for the boys schools which grew by 140 per annum and for the girls schools which rose by an average of 100 per annum. This unprecedented growth during the last five years may be attributed to the impetus provided by the Kingdom's First Five Year Development Plan 1970 - 1975. In fact, the achievements of the first plan far exceeded the targets set therein for the elementary education.[1]

SCHOOL-SIZE:

The growth in the number of schools is no doubt a happy augury as it

1. See Appendix

as it indicates the efforts made in starting the nuclei of the numerous learning entres in various communities spread over the vast expanse of the country. However, it seems necessary both from the pedagogical point of view as well as for the planning and the administrative strategies to have a closer look at the distribution of schools to find out how big or small they are in respect of their enrolment of pupils. The data on their size, as shown in Statement 5, will be found quite interesting and thought-provoking.

Statement 5 : Distribution of schools by size of enrolment 1974/75

Number of pupils	Boys schools		Girls schools	
	Number	%	Number	%
50 and below	354	17.1	157	18.1
51 - 75	297	14.4	98	11.3
76 - 100	251	12.2	91	7.9
101 - 150	328	15.9	88	9.5
151 - 200	186	9.0	59	6.6
201 - 300	221	10.7	105	11.9
301 - 400	158	7.7	86	9.5
401 - 500	106	5.1	67	7.8
501 - 600	76	3.7	67	7.8
Above 600	88	4.2	83	9.6
Total	2,065	100.0	881	100.0

BOYS SCHOOLS BY SIZE :

It would be seen from the above statement that about 17 per cent of the boys schools (or 1 out of every 6 schools) have 50 or lesser number

of pupils. Thus one-sixth of the boys schools are very small probably having not more than 8 pupils per class if these have all the six grades of elementary level. Yet another 14 per cent of the boys schools have between 51 to 75 pupils each. Such schools with not more than 12 pupils per class on the average are also small. These two categories of schools (having not more than 75 pupils each) combined constitute one-third of boys elementary schools.

GIRLS SCHOOLS BY SIZE :

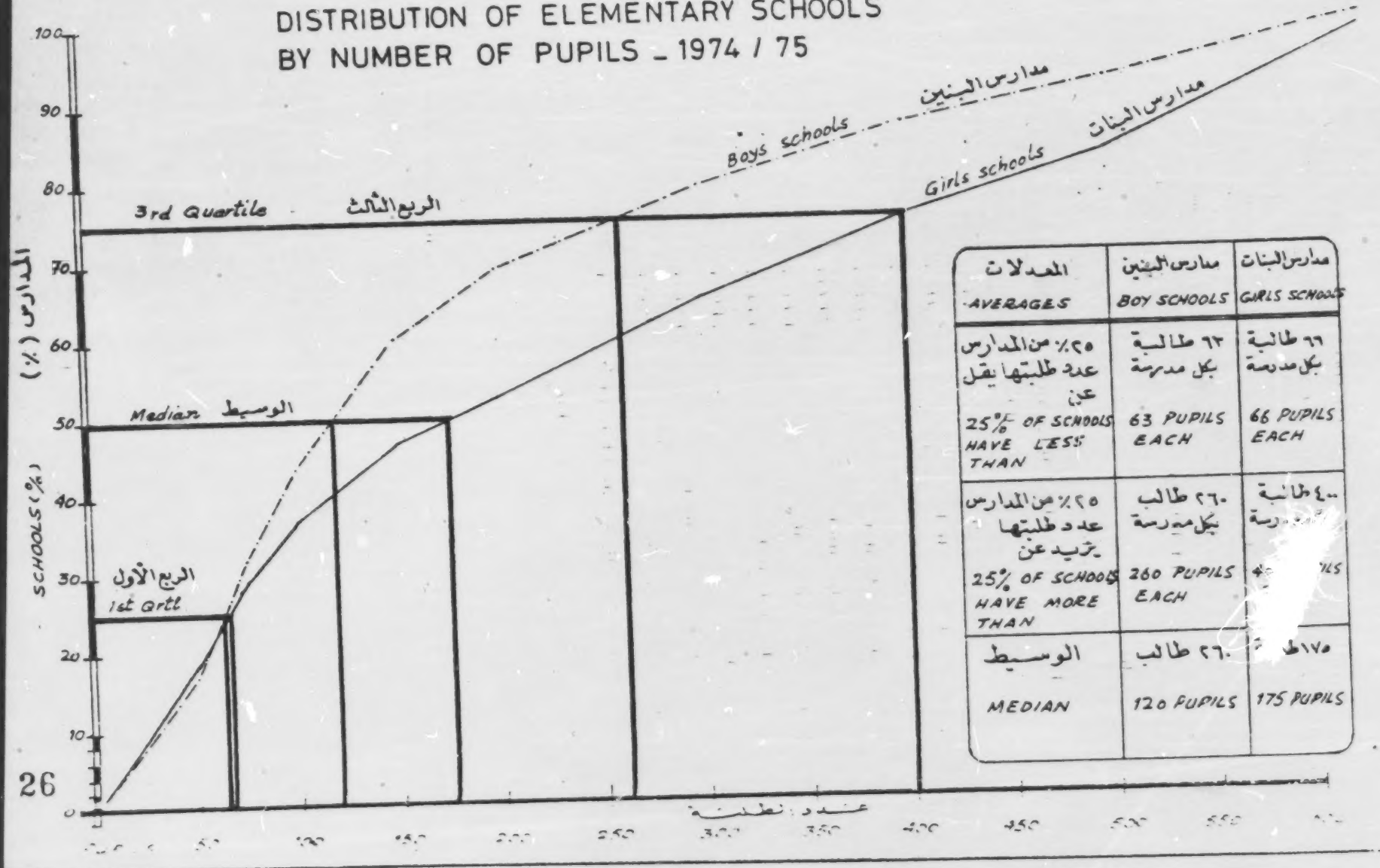
The situation of the girls schools is not much different from that of the boys schools. Nearly 18 per cent of the girls schools are small having not more than 50 pupils each. Another 11 per cent have between 51 to 75 pupils each. Thus 27 per cent or a little more than a quarter of their number have not more than 75 pupils each. On the other hand a large proportion of the girls schools (50%) have enrolment ranging from 150 to over 600 while only 40 per cent of the boys schools fall in this category. This may be explained by the fact that most of the girls schools are located in the urban centres where social conditions are more favourable to their schooling as compared to the situation in the rural communities which are also of course changing their attitudes to girls education gradually.

IMPORTANT IMPLICATIONS OF SCHOOLSIZE :

The foregoing analysis of school-size has important implications for the effectiveness of instruction and for educational planning and administration. In a large number of small schools either the teacher and space are underutilized or else the individual teacher has to teach beterogenous groups by bringing together pupils of more than one grade for instruction. This may provide food for thought to the pedagogical

توزيع المدارس الابتدائية حسب عدد الطلبة
لعام ١٣٩٤ / ١٣٩٥ هـ

DISTRIBUTION OF ELEMENTARY SCHOOLS BY NUMBER OF PUPILS - 1974 / 75



المعدلات AVERAGES	مدارس البنين BOY SCHOOLS	مدارس البنات GIRLS SCHOOLS
٢٥٪ من المدارس عدد طلبتها يقل عن 25% OF SCHOOLS HAVE LESS THAN	٦٣ طالبة بكل مدرسة 63 PUPILS EACH	٦٦ طالبة بكل مدرسة 66 PUPILS EACH
٢٥٪ من المدارس عدد طلبتها يزيد عن 25% OF SCHOOLS HAVE MORE THAN	٢٦٠ طالب بكل مدرسة 260 PUPILS EACH	٤٠٠ طالبة بكل مدرسة [illegible] PUPILS
الوسيط MEDIAN	٢٦٠ طالب 120 PUPILS	١٧٥ طالبة 175 PUPILS

experts. However more serious results might follow if the pattern of school size is not presented to the planners who generally base their future programmes and targets on the basis of averages worked from the aggregate data which might prove misleading in several situations. Calculations show that the median size of boys schools is 120 which may be interpreted to mean that half the number of schools have less than 120 pupils each and the other half have more than 120 pupils each. A logical corollary of this analysis may lead one to look for the underutilized facilities, both of manpower or physical space, e.g. buildings, classrooms etc.

INCOMPLETE SCHOOLS:

It is observed from the school data for 1974/75, that only 1,592 of the boys schools and 482 of the girls schools had all the six grades of elementary education. The incomplete schools numbering 473 for boys and 360 for girls may develop into full schools with the passage of time. However the possibility for some of these schools to remain incomplete for lack of adequate number of pupils cannot be ruled out.

SCHOOL BUILDINGS:

Information about school buildings is available only for the boys schools of the Ministry of Education. No statistics on girls school buildings or classrooms are available at present.

The boys elementary schools are mostly housed in rented buildings. In 1974/75 nearly 80 per cent of the schools were functioning in the rented buildings and the remaining one-fifth had government buildings. This is one of the most important aspects of elementary education which needs increasing attention and constant review by the planners and the administrators. Schools being permenent institutions of the

communities must have permanent and long lasting buildings of their own. Rented houses are hardly a substitute for modern school buildings.

During the past five years, the government constructed 120 new buildings for the boys elementary schools i.e. an average of 24 buildings per year besides expansion of the existing ones. During the same period 590 additional buildings for elementary schools were acquired on rent. The construction of buildings for about 1,600 existing elementary schools which are functioning in rented buildings is alone a colossal task let alone the need for such buildings for an additional 845 schools planned to be established during the Second Five-Year Plan period.

Statement 6 : School buildings by ownership and type of construction, 1969/70 and 1974/75.

Ownership / type of construction	Number of buildings in 1969/70	1974/75	Increase
Government	291	411	120
Rented	1,004	1,594	590
Endowment	44	25	-19
Loan	8	16	8
TOTAL	1,347	2,046	699
Of which			
Concrete	447	876	429
Stone-built	283	477	194
Mud	549	536	-13
Other	68	157	89

From the pace of construction over the past five years it can be predicted that most of the schools will continue to function in rented buildings and the new schools to be added during the next five years, 1975-80 will be mostly housed in the rented accommodation.

Of the existing buildings, 876 are built of concrete and 477 of stone. Considering the concrete and stone built structures as standard buildings, the remaining one third of the 'buildings' may be just temporary shanties needing to be replaced with better buildings.

It may further be pointed out that about half of the existing school buildings were reported by the school authorities as unfit for use.

CLASSROOMS:

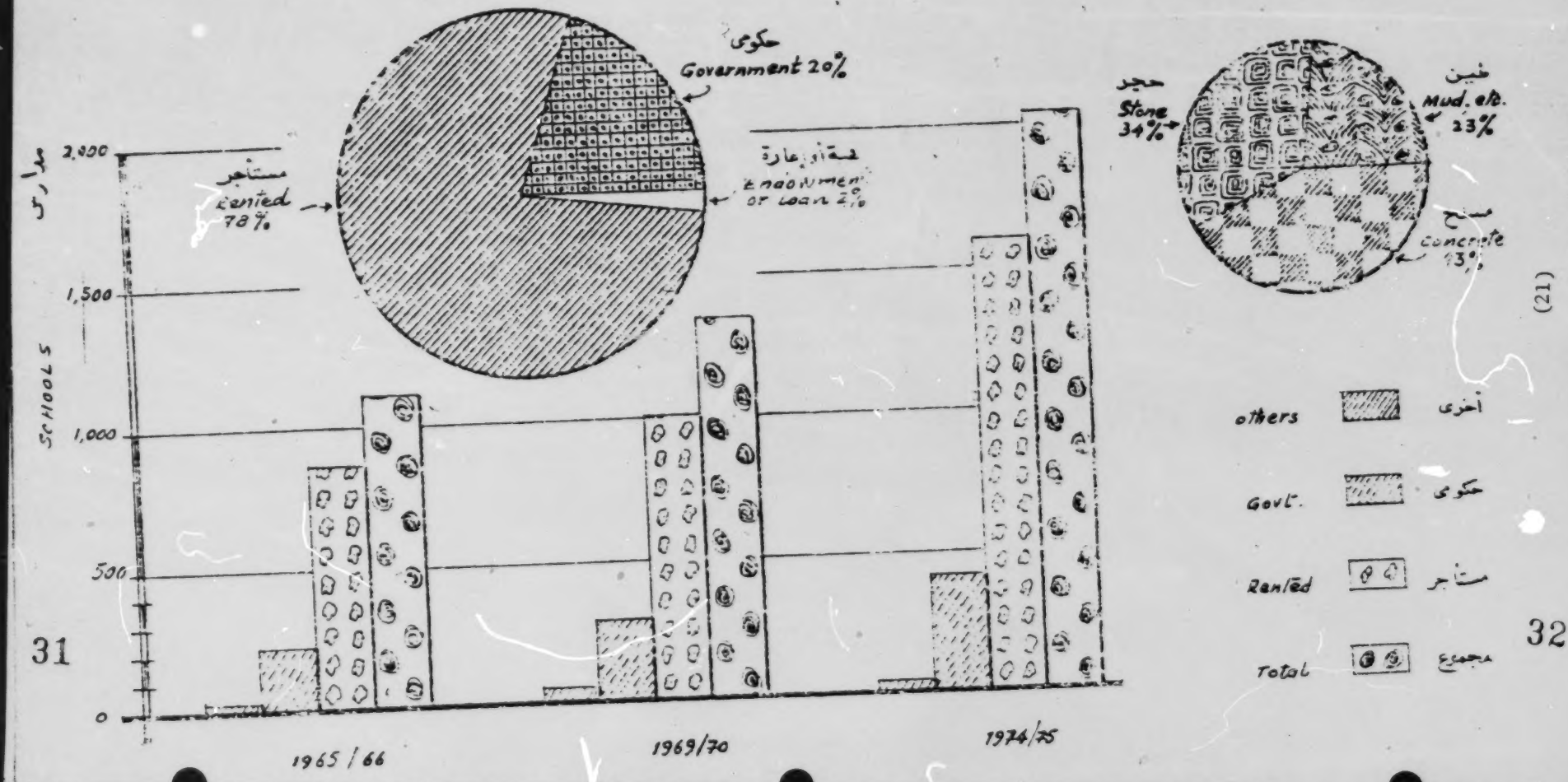
The data for the past five years leads us to conclude that the Ministry of Education has been adding an average of 1,200 classrooms per annum for the boys schools controlled by it. This number does not indicate new construction only but include classrooms in the 590 rented additional buildings as well. It may be seen from Statement 7 that nearly 9,300 additional rooms of which about 6,100 were classrooms were acquired or constructed during the past five years. This gives an average annual increase of 1,200 classrooms and over 600 other rooms provided in the school buildings.

Statement 7 : Classrooms and other rooms, 1969/70 & 1974/75.

Type of rooms	Number of rooms 1969/70	1974/75	Increase
Classrooms	10,235	16,327	6,092
Other rooms	6,541	9,715	3,174
Total	16,776	26,042	9,266

مباني المدارس الابتدائية للبنين (التابعة لوزارة المعارف) من عام ١٣٨٥/١٣٨٦ إلى عام ١٣٩٤/١٣٩٥هـ

BOYS ELEMENTARY SCHOOL BUILDINGS (Under Ministry of Education) 1965/66 - 1974/75



Compared to the number of classrooms the number of classes was larger by about 1,100 which suggests that more than one class were accommodated in one room in a number of schools. In 1974/65 as many as 17,422 classes were reported for boys schools.

CHAPTER III : PUPILS, CLASSES, GRADUATES

- Quinquennial progress
- Foreign pupils
- Classes and class-size
- Output of elementary schools (Graduates)

CHAPTER III

PUPILS, CLASSES, GRADUATES

There were in 1974/75 over 634 thousand pupils enrolled at the elementary stage of education. This number comprised 411 thousand boys and 223 thousand girls. The total enrolment at this level has swelled by about six times over the past fifteen years - there were about 105 thousand pupils at this level in 1959/60. During this period the enrolment of boys showed a four-fold increase and that of girls multiplied itself by more than 20 times. The growth of enrolment over the period 1960 - 1975 is shown in Statement 9 below:

Statement 9: Number of pupils at elementary level.1960-1975

year	Total (Number in thousands)	Boys	Girls	Girls as % of total
1960/61	115	104	11	10%
1964/65	224	179	45	20%
1969/70	397	277	120	30%
1974/75	634	411	223	35%

The faster rate of growth of girls enrolment has led to raise their proportion in the total enrolment from about 10 per cent in 1960/61 to 35 per cent in 1974/75. There was one girl in 10 pupils in 1960/61 which improved to 1 in 5 by 1965, and 1 in 3 between 1970 and 1975. In other words the ratio of girls to boys was 1:2 in 1974/75.

QUINQUENNIAL PROGRESS:

Reviewing the growth of enrolment over the successive 5-Year periods between 1960 to 1975, it is observed that the absolute average annual increase in enrolment has been of higher and higher

order both for boys and for girls over the successive five year periods. In the case of boys, the average annual increase was 18.8 thousand during 1960-65, 19.6 thousand during 1965-70 and 26.8 thousand during 1970-75. The corresponding increase in enrolment of girls during the successive quinquennia was respectively 8.5 thousand, 15 thousand and 20.6 thousand per annum.

The average annual rate of growth in enrolment, as distinct from the absolute growth, however, declined both for boys and girls. For boys, the annual growth rate came down from 15 per cent during 1970-75. Likewise the growth rate for enrolment of girls slided downwards from 42 per cent per annum during 1960-65 to 22 per cent during 1965-70 and to 13 per cent per annum during 1970-75. The reason for the declining growth rates in the face of rising absolute enrolment may be explained by the fact that the growth rate if based on the rising base year enrolment figures for successive periods. Further for similar reason the higher rate of growth for girls enrolment does not mean that it has lead to a higher absolute growth in enrolment of girls.

Statement 9: Average annual increase of enrolment over successive periods, 1961 - 75

Period	Average annual increase of enrolment			
	Number in thousands		Percentage growth	
	Boys	Girls	Boyas	Girls
1961-65	18.8	8.5	15%	42%
1965-70	19.6	15.0	9%	22%
1970-75	26.6	20.6	8%	13%

FOREIGN PUPILS:

There were 63,847 children of foreign origin enrolled in

elementary schools of the Kingdom in the year 1974/75. The enrolment of foreign pupils at elementary stage accounts for over 10 per cent of the total enrolment. Thus one in every 10 pupils is a non-Saudi. Breakup for boys and girls is 9.5 per cent and 11 per cent respectively. Over the past five years due to much increased job-opportunities, there has been a considerable increase in the number of foreigners coming to the Kingdom along with their families. This has led to an increase of 144 per cent in the number of forein pupils in elementary schools. Their number has risen from 26 thousand five years ago to the present figure as shown above registering a rise of 20 per cent per annum as compared to 13 per cent in the total enrolment of nationals and foreigners combined observed during the same period.

Of the total number of Non-Saudi pupils in elementary schools 90 per cent came from other Arab countries and 10 per cent were from non-Arab countries.

This information about the number of non-Saudi pupils enrolled in the Kingdom's elementary schools is important from the point of view of educational and manpower planning. Because the children from other Arab countries, who constitute the bulk of the non-national pupils have to be accommodated in the nation's schools because Saudi schools are open for all non-Saudi children who may be able to pursue their courses in Arabic which is the medium of instruction in these schools. But the important point about non-Saudi pupils is that they have to be excluded from the data needed for future manpower needs.

Statement 10: Number of non-Saudi pupils at elementry level, 1969/70 and 1974/75

Origin	Number of non-Saudi Pupils		Per cent of total enrolment	
	1969/70	1974/75	1969/70	1974/75
All Non-Saudi	26,122	63,847	6.5	10.0
of which				
Arabs	23,219	57,880	5.8	9.1
Others	2,903	5,967	0.7	0.9
Non-Saudi Girls	9,750	24,828	8.1	11.1
of which				
Arabs	8,635	22,568	7.2	10.1
Others	1,115	2,260	0.9	1.0

CLASSES AND CLASS-SIZE:

The fast growing enrolment in elementary schools led to a corresponding increase in the number of classes from 4,719 in 1960/61 to 24,741 in 1974/75 - a five-fold increase. Matching the increase in the number of classes with the growth of enrolment, it is seen that in the case of boys the number of classes as well as the enrolment grew almost in the same proportion i.e. by four times which did not lead to any significant charge in the average class-size which was 22 in 1960/61 and 23 in 1974/75. On the other hand the number of girls classes grew by 24 times while their enrolment grew by 20 times only. This has led to comparatively smaller classes. The average class-size decreased from 34 to 30 over the period indicated above.

Statement 11: Growth of classes, 1960/61 to 1974/75

SEX	1960/61	1964/65	1969/70	1974/75
Boys	4,406	7,571	11,334	17,422
Girls	313	1,452	3,530	7,269

CLASS-SIZE:

It has been mentioned in the preceding paragraph that the average class-size was 23 for boys and 30 for girls in 1974/75. These class sizes may seem quite plausible as they may lead one to think that the situation for learning and instruction is very ideal. A class of pupils ranging between 23 and 30, as seen above is easy to handle for the teacher who may be able to give individual attention to all the pupils and at the same time the teacher is also not being under - utilized as may be the case when their are fewer pupils in the class. But as pointed out earlier, the simple average worked out from aggregate data, like the ones under discussion, do not present an accurate picture of the situation.

The following analysis of class-sizes of the initial and the terminal grades of elementary education will tell a different story.

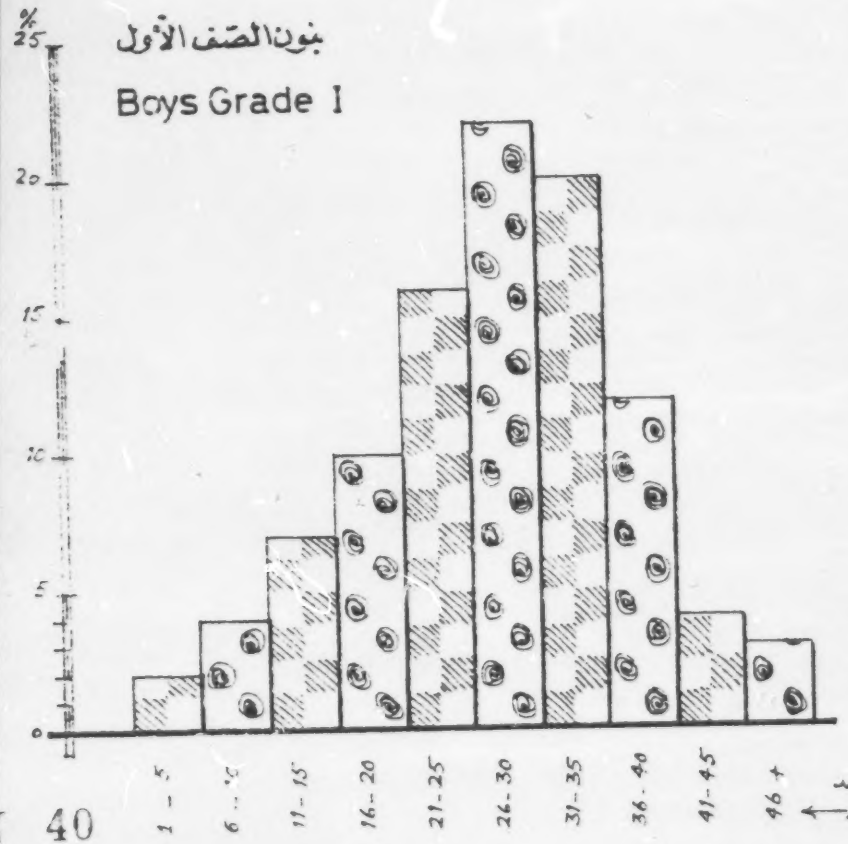
Statement 12: Percentage distribution of classes of elementary grades I and VI by size, 1974/75

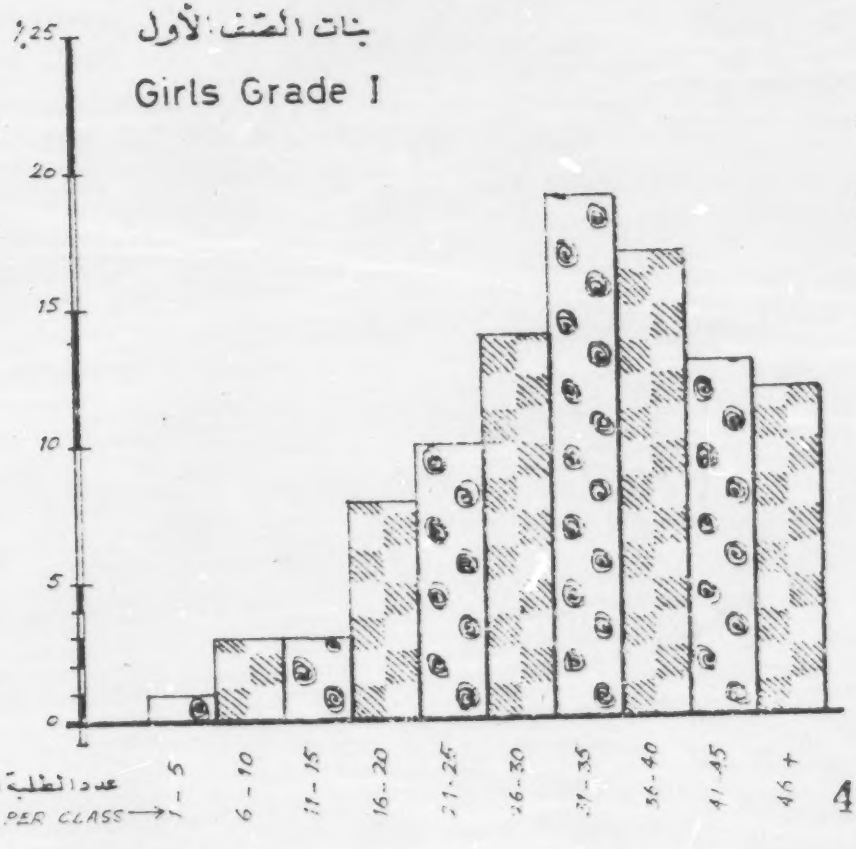
Number of pupils per class	Percentage of classes in grade I		Percentage of classes in grade VI	
	Boys	Girls	Boys	Girls
5 or less	2	1	7	2
6 - 10	4	3	17	3
11 - 15	7	3	15	5
16 - 20	10	8	14	8
21 - 25	16	10	19	17
26 - 30	22	14	16	24
31 - 35	20	19	10	21
36 - 40	12	17	2	13
41 - 45	4	13	*	5
over 45	3	12	-	2
Total	100	100	100	100

* less than 0.5 per cent.

PERCENTAGE DISTRIBUTION OF CLASSES
BY SIZE _ 1974 / 75

النسبة المئوية لتوزيع الفصول حسب عدد الطلبة
لعام ١٣٩٤ / ١٣٩٥ هـ





عدد الطلبة في الفصل الواحد
NO OF PUPILS PER CLASS

(29)

GRADE I BOYS:

About a quarter (781) of the classes for boys have less than 20 pupils per class. About 58 per cent (1,986) of the classes have between 21 to 35 pupils each. The remaining about one-fifth of the classes have more than 45 pupils each. Thus it can be said that one fourth of the classes (20 or less pupils) are under sized, three-fifth may be considered to have number of pupils (21 to 35) within tolerable limits and the remaining one-fifth of the classes are oversized having pupils in excess of 35.

GRADE VI BOYS:

More than half of the number (1,099 or 53%) in Grade VI were undersized having pupils ranging between less than 5 to 20. The remaining slightly less than a half (973 or 47%) could be considered to be within the tolerable limits as these had between 21 to 35 pupils per class.

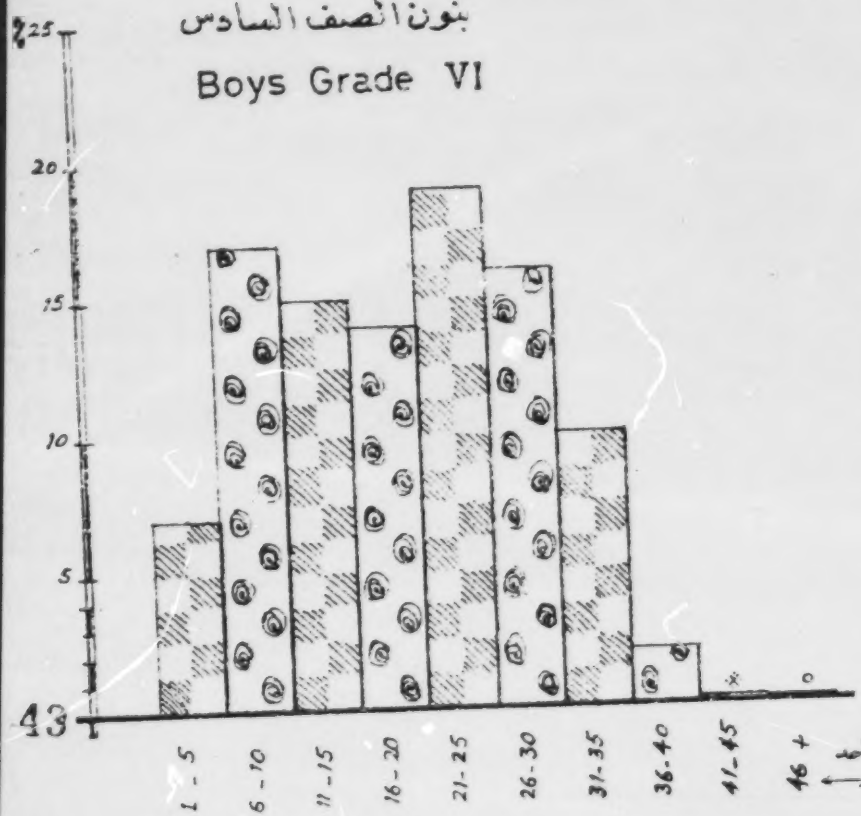
GRADE VI - GIRLS:

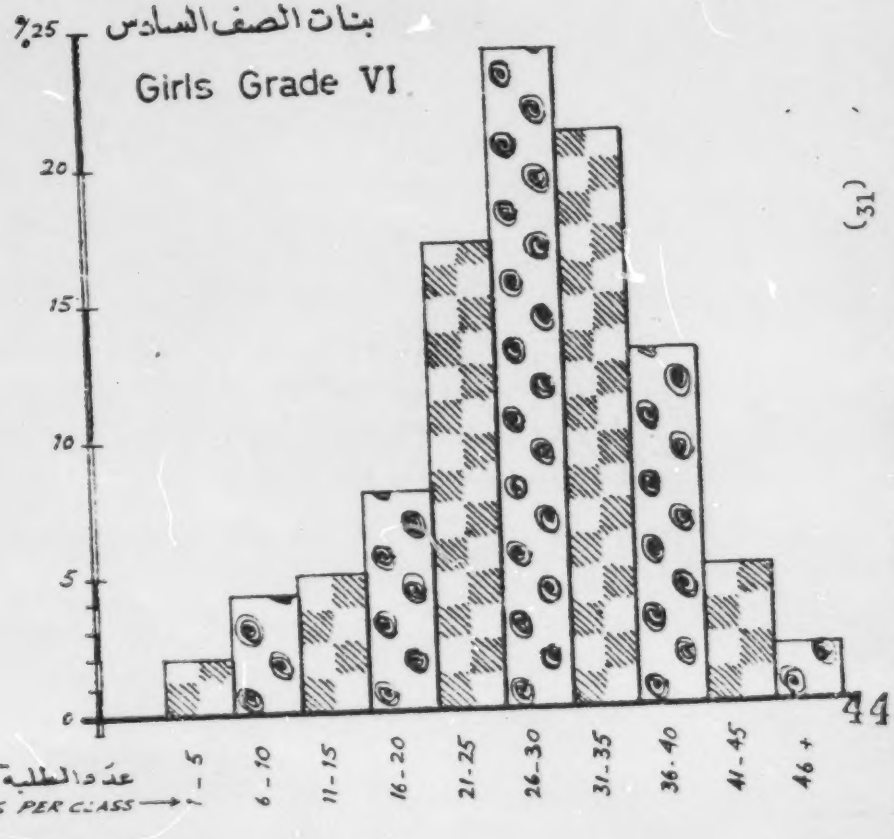
About 18 per cent of the classes had pupils not exceeding 20 per class. About 62 per cent or nearly three in every 5 classes had between 21 to 35 pupils each and could be considered to be within the normal limits. The remaining 20 per cent or one-fifth of the classes were clearly oversized having in excess of 35 pupils each.

The median class-size in the case of boys declined from 29 in Grade I to 19 in Grade VI. In case of girls the median size was 34 for Grade I and 29 in Grade VI. Thus the classes in girls schools are on the whole larger in size as compared to those in the boys schools.

PERCENTAGE DISTRIBUTION OF CLASSES
BY SIZE _ 1974 / 75

النسبة المئوية لتوزيع الفصول حسب عدد الطلبة
لعام ١٣٩٤ / ١٣٩٥هـ





Concluding from the foregoing account it can be said that an average class-size worked from the aggregate data may not be a very useful basis for making projection of future requirements of teachers, class-rooms etc.

OUTPUT OF THE ELEMENTARY SCHOOLS:

The number of children successfully completing the elementary stage of education has been steadily rising in tune with the increasing enrolment at this level. From 8 thousand boys who were successful at the Elementary Certificate Examination in 1961, the number increased to 12 thousand by 1965, to 22 thousand by 1970 and to about 40 thousand in 1975. Thus the number of graduates in 1975 was nearly 5 times as large as that in 1961. The progress during the past five years was more spectacular as the output almost doubled itself during this period. Besides the rising enrolment at this level, the increase in the number of graduates is also due to the progressively improving rates of promotion. The promotion rates for the years 1974 and 1975 were particularly much higher at 83% per cent compared to 68% in 1971.

The output of girls at this level rose from a couple of hundreds in 1961 to about 19.5 thousand in 1975. The increase in the output from girls schools has been gradual over the period: however the absolute increase during the past four years has been more marked growing at 3 thousand per annum.

Statement 13: Output of elementary school graduates, 1961 - 1975

Year	Number of graduates (in thousands)		
	Boys	Girls	Total
1961	8.0	0.2	8.2
1965	12.0	1.6	13.6
1970	22.0	7.1	29.1
1975	39.6	19.5	59.1

In fact the growth in the number of girls graduates has been so rapid during the past five years that their ratio has risen from 1:3 to 1:2 when compared to the number of boys graduating at this level.

The promotion rate of girls at the elementary examination has been always considerably higher in comparison to that of boys as may be seen from the following Statement:

Statement 14: Percentage of success at the Elementary Certificate Examination

Year	Percentage of success	
	Boys	Girls
1971	68.3	85.8
1972	70.6	85.3
1973	69.7	91.6
1974	83.5	94.5
1975	80.4	92.4

The reasons for higher success rates for girls are not apparently understandable and the problem may be investigated into which may yield interesting underlying causes. However one apparant factor which may explain this comparative superiority of girls at the examination seems to be the concentration of the girls schools in the urban areas where conditions are generally more favourable for better and more effective learning as compared to schools situated in the rural areas. The scatter of boys schools in the rural areas is larger as compared to that of girls schools.

CHAPTER IV : T E A C H E R S

- Growth
- Foreign teachers
- Pupil-teacher ratio
- A different picture
- Teachers-School ratio

CHAPTER IV

TEACHERS

There were nearly 30 thousand teachers employed in the elementary schools of the Kingdom in the year 1974/75. Of these nearly 9 thousand were women. Scanning their growth over the period of past 15 years, it is observed that the total teaching force in 1974/75 was six times as large as that in 1960/61 and three times larger compared to their number 10 years.

Statement 15: Growth of teaching staff, 1960-1975

Year	Number of teachers			Women as % of total
	Men	Women	Total	
1960/61	4,940	113	5,053	2
1964/65	8,222	1,763	9,985	18
1969/70	12,851	4,330	17,181	25
1974/75	20,892	8,864	29,756	30

The number of men teachers increased by five times over the period 1960-1975. During the past five years alone over 8 thousand men teachers were added which was a 64 per cent increase over the number in 1970. The growth in the number of women teachers has been even more remarkable. Their number doubled itself during the past 5 years. The rapid growth in the number of women teachers has raised the proportion of women teachers from mere 2 per cent of the total teaching force in 1960 to nearly 30 per cent by 1975.

FOREIGN TEACHERS:

While the number of national teachers has been steadily rising over the past decade, the dependence of the elementary

schools on foreign teachers has also been increasing in absolute numbers in the face of rapidly expanding education at this level.

Statement 16: National and foreign teachers, 1964/65-1974/75

Category and Sex	Number of teachers		Percentage	
	1964/65	1974/75	64/65	74/75
Nationals				
Men	4,058	13,367	50	64
Women	192	4,780	11	54
Non-nationals				
Men	4,128	7,525	50	36
Women	1,554	4,084	89	46

The number of foreign teachers at the elementary level has almost doubled over the past 10 years rising from 5,682 to 11,609. However, in view of much higher rate of increase of national teachers, the proportion of foreign men teachers has decreased from 50 per cent in 1965 to 36 per cent in 1975. In case of foreign women teachers, their proportion has come down from 98 per cent to 46 per cent over the 10 year period. Thus the foreign teachers account for slightly more than one-third of total number of teachers in boys schools and considerably less than half the total number of teachers in girls schools.

PUPIL-TEACHER RATIO:

The pupil-teacher ratio indicates the average number of pupils which may be deemed to fall to the share of one teacher. The ratio is obtained by dividing the total number of pupils of all classes and grades in all the elementary schools by the total

number of teachers in these schools. This ratio is used for a very rough estimation of the teaching load per teacher. Since the ratio is worked out from aggregate data, it does not tell the wide differences in teaching loads existing in individual schools and for individual teachers. Yet this 'crude' ratio is used for the purposes of estimating the number of teachers required to meet the enrolment targets set in the short-term or long term development plans. That this ratio needs to be used very cautiously for purposes of planning would be elaborated in the following analysis. However, first the trends in the pupil-teacher ratios in boys and in girls schools may be studied over the past 10 years. The following Statement shows pupil-teacher ratios, worked on aggregate data:

Statement 17: Pupil-teacher ratios, 1965,1970 & 1975

Year	Pupil-teacher ratio in	
	Boys schools	Girls Schools
1964/65	21.6	25.0
1969/70	23.2	28.0
1974/75	19.6	25.1

From the preceding Statement it may be observed that the average pupil-teacher ratio in boys schools was 21.6 which rose to 23.6 in 1970 and fell back to 19.6 in 1975. This fluctuation in the ratio indicates that the relative growth of enrolment in boys elementary schools was more rapid than the corresponding increase in the number of teachers between 1965 and 1970 and reverse was the case between 1970 and 1975 when the number

of teachers increased at a faster rate compared to the growth rate for enrolment. Similar trends are observed for pupil-teacher ratio in girls schools leading to similar conclusions as those arrived at in the case of boys schools.

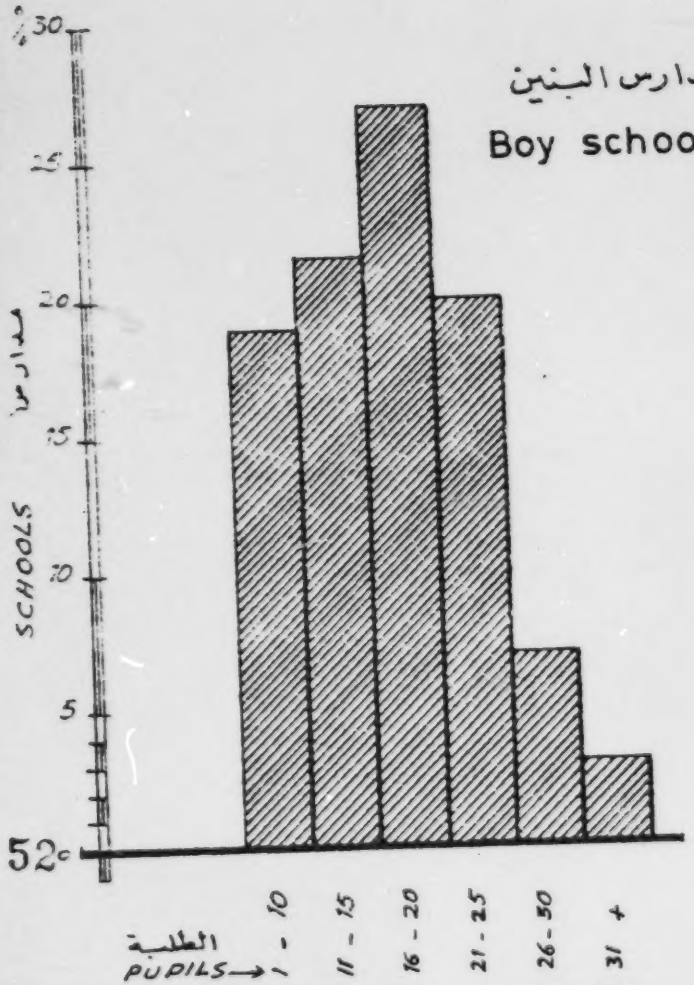
The pupil-teacher ratio ranging between 19.6 to 23.2 as observed in the boys schools may appear to be very ideal and satisfactory both from the point of view of educators as well as that of the planners. Around 25 pupils per teacher is an optimum number for the teacher to handle and to give individual attention. At the same time the number is large enough to satisfy the planners who may see no wastage or under-utilization of teachers. Likewise the ratio ranging between 25 and 28 as obtained for girls schools may be viewed to be within the tolerable limits. However a detailed analysis of situation in individual schools will show wide variation from the above average ratios and thus far less satisfactory conditions.

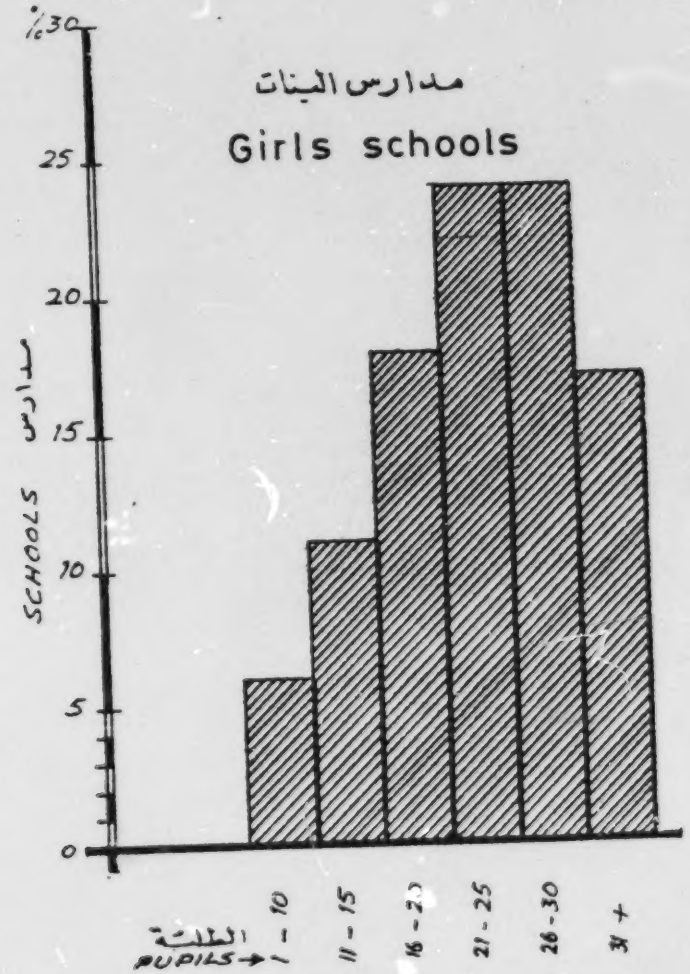
A DIFFERENT PICTURE:

When we arrange the schools and pupil-teacher ratios therein in a frequency distribution table, we observe a range of ratios which has at one end less than 10 pupils per teacher and at the other end 31 or more pupils per teacher. From the data shown in Statement 18, it may be clear that 19 per cent (approximately one in every five) of the bosys schools have less than 10 pupils per teacher. Another 23 per cent have between 11 to 15 pupils per teacher. Nearly half of the number of schools for boys (48%) have between 16 to 25 pupils. Only 10 per cent of the boys have more than 25 pupils per teacher.

توزيع المدارس الابتدائية حسب عدد الطلبة للمعلم والمعلمة لعام ١٩٧٥/٧٤م

DISTRIBUTION OF ELEMENTARY SCHOOLS BY NUMBER OF PUPILS PER TEACHER - 1974 / 75





Statement 18: Distribution of elementary schools according of pupil-teacher ratios, 1974/75

Number of pupils per teacher	Boys schools		Girls schools	
	Number	%	Number	%
10 or less	389	19	55	6
11 - 15	481	23	102	11
16 - 20	580	28	157	18
21 - 25	418	20	209	24
26 - 30	142	7	208	24
31 or more	55	3	149	17

In the case of the girls schools, the teaching load is relatively larger when compared to average teacher in the boys schools. About half (48 %) of the girls schools have 21 to 30 pupils per teacher. In 17 per cent of their schools, the number of pupils per teacher exceeds 30 while at the other end an equal number of schools do not have more than 15 pupils per teacher.

One conclusion from the foregoing analysis is that the teachers in a large number of schools are under-tulized. The situation is more serious in the case of men teachers than of women teachers. The under-utilization of teachers cannot be imagined in urban schools which have adequate enrolments. It is only in the small rural schools where the number of pupils per teacher is very low. This situation leads us to wonder whether there is any likelihood for this-situation to improve i.e. whether there will be adequate enrolment in rural schools or these may continue to remain small. The enlargement of schools, enrolment-wise depends on the existence of children who are out of schools and the success of authorities concerned to bring them to school.

TEACHER - SCHOOL RATIO:

The minimum number of teacher required for a school depends on the number of grades and classes which the school may have. An average elementary school should have all the 6 grades for which the minimum number of teachers required is 6. If below 6 teachers

per school may indicate an incomplete school in the sense that it does not have all the 6 grades or alternatively it may have all the grades but not an equal number of teachers, then at least one-fourth (25%) of the boys schools and one-third (34%) of the girls schools are incomplete or under-staffed.

I would be seen from Statement 19 that there were, in 1974/75, 75 one-teacher schools, 200 schools with only two teachers in each, 182 schools with only three teachers each, 204 with four teachers each and 209 schools each with five teachers. Probably, most of these schools will develop in due course of time and have full complement of teachers.

Nearly one-third of the boys schools and 43 per cent of the girls schools have teachers in excess of 10 in each of them. These are the large urban schools having large enrolment divided into several classes for different grades.

One may also imagine a situation where one-teacher schools may be unavoidable. Such schools may be located in areas where the number of children available for enrolment in school may be very small and as such one teacher may suffice to look after a heterogenous small group of pupils of different grades.

Statement 19: Distribution of elementary schools by number of teachers, 1974/75

Number of teachers per school	Boys schools		Girls schools	
	Number	%	Number	%
One	38	2	37	4
Two	79	4	121	14
Three	123	4	59	7
Four	142	7	62	7
Five	174	8	35	4
Six	157	8	46	5
Seven	278	14	33	4
Eight	244	12	55	7
Nine	118	5	48	5
Ten or over	712	34	384	43
Total	2,065	100	880	100

CHAPTER V : TEACHER TRAINING FOR ELEMENTARY SCHOOLS

- Men teachers
- Output from teacher training institutes for men
- Women teachers
- Output from teacher training institutes for women

CHAPTER - V

TEACHER TRAINING FOR ELEMENTARY SCHOOLS

MEN TEACHERS:

During the period under review the programmes for the training of teachers for boys elementary schools have been expanded as well as improved qualitatively. The old type of the intermediate level training institutes has been gradually replaced by the secondary level training institutes which require higher qualification - completion of general intermediate level as against elementary education certificate earlier for admission. Two upgradation centers were established in 1965/66 providing opportunities to working teachers with old intermediate level training certificate or general intermediate certificate holders. The phasing out of the old intermediate and gradual expansion of new secondary level training programmes was so synchronised that the supply of teachers from these institutions was maintained at adequate level. The secondary level training programmes were slowly expanded between 1961 to 1966 and rapidly from 1967 onwards so that within a period of nine years the enrolment and production of secondary level training programmes exceeded the corresponding parametres for old intermediate level training programmes.

Statement 20: Elementary teacher training - Men teachers, 1960/63 - 1974/75

Item	1960/61	1964/65	1969/70	1974/75
INSTITUTES				
Intermediate	35	30	-	-
Secondary	-	4	11	23
Upgrading	-	-	2	2
ENROLMENT				
Intermediate	3,497	7,566	-	-
Secondary	-	331	3,131	8,629
Upgrading	-	-	913	1,032
OUTPUT				
Intermediate	722	1,470	-	-
Secondary	-	29	612	2,211
Upgrading	-	-	379	490

An institute of physical education and another of fine arts have also been producing teachers since 1966/67 and 1967/68 respectively. Their enrolment has doubled during the past five years. The annual intake of physical education institute was 82 and that of fine arts 106 in 1974/75.

OUTPUT FROM TEACHER TRAINING INSTITUTES FOR MEN:

During the period between 1961 to 1975 as many as 19,283 persons graduated from the teacher training institutes for men, in addition to 3,674 who improved their qualification at the teacher upgrading centers. Of these about 9,400 teachers were produced by the old intermediate level training institutes. The graduates produced by the new secondary level training institutes during the five year period from 1971 to 1975 numbered 8,636 which number almost equalled the production of intermediate level teachers during the eight year period until these were abolished in 1969.

Statement 21: Output of teacher training institutes for men, 1961 - 1975

Period	Number of graduates		
	Inter level	Secondary level	Upgrading level
1961 to 1965	5,468	29	-
1966 to 1970	3,936	1,214	1,248
1971 to 1975	-	8,636	2,426
Total	9,404	9,879	3,674

It has been estimated that nearly 2,600 graduates of the old intermediate type of training institutes have been lost to the elementary schools for boys over the period from 1960 to 1975.

WOMEN TEACHER TRAINING:

As in the case of training programmes for men teachers so also in the case of women teachers, there has been both a quantitative as well as a qualitative improvement; though the qualitative improvement was started 7 years later for women teachers.

In 1960 there was only one teacher training institute for women with just 21 trainees on its roll pursuing course at the intermediate level. The number of the training institutes has gone upto 26 in 1974/75 with an enrolment of 3,840 of which 2,875 are at the secondary level. Under a phased programme, the level of training for women teachers has been raised from intermediate to secondary level. The secondary level training programme was started in 1968/69 in two training institutes with an enrolment of 56 only. By 1974/75 the intake to the secondary level course increased to 1,420 and total enrolment in the two secondary grades stood at 2,875. (The two year secondary training course will be expanded to three years during the second five-year plan period to equate it with the men's certificate at this level.) The intake to the intermediate level training programme

has been reduced under a phased programme so that none was admitted to this programme in the academic year 1974/75.

Statement 22: Elementary teacher training - Women teachers, 1960 to 1975.

Item	1960/61	1964/65	1969/70	1974/75
INSTITUTIONS*				
Intermediate	1	13	26	24
Secondary	-	-	5	25
ENROLMENT TT				
Intermediate	21	710	5,480	965
Secondary	-	-	221	2,875
OUTPUT				
Intermediate	-	130	1,006	788
Secondary	-	-	43	1,295

OUTPUT FROM TEACHER TRAINING INSTITUTES FOR WOMEN:

During the past 10 years more than 13 thousand women teachers for elementary schools were trained. Of these over 10 thousand graduated from the intermediate level training institutes and over 3 thousand obtained secondary level teacher training certificate. The highest output from the intermediate level training institutes was in the year 1971/72 when these turned out nearly 2,500 graduates. Thereafter the output at the intermediate level has been gradually declining. Simultaneously the intake and output at the secondary level training programmes has been increasing. However the combined outpot of both

* In fact the institutes are composite having both intermediate and secondary programmes. In 1974/75 there were in all 27 institutes of which 22 had both the levels, 2 had only intermediate and 3 only secondary level programmes.

types of graduates has been falling. The number of graduates with secondary certificate in 1974/75 (being 1295) was slightly more than half the total production of women teachers (with intermediate certificate) in 1971/72. The intake of about 1,400 women to secondary training course in 1974/75 indicates that the shortage of Saudi women teachers for elementary schools will persist unless the intake is raised substantially. In fact the present intake must be doubled for producing as many graduates (with secondary certificate) as were produced in 1971/72 (with intermediate certificate). In order to meet the teacher requirement for the expanding giris elementary education and also to replace the foreign teachers with the nationals, the present level of intake needs to be more than doubled.

Statement 23: Output of teacher training institutes for women, 1961 - 1975

Period	Number of graduates		
	Intermediate training level	Secondary training level	Total
1961 - 1965	214	-	214
1966 - 1970	2,382	43	2,425
1971 - 1975	7,933	3,011	10,944
Total	10,529	3,054	13,583

A very disturbing feature of the production of women teachers for elementary schools is the loss of a large number of 11,600 women graduated from the teacher training institutes. The school returns for the academic year 1974/75 however show that there were only 4,600 Saudi women of whom 3,800 were working as teachers and about 800 were engaged as administrative staff in the elementary schools for girls. This indicates a loss of at least 7 thousand qualified teachers who

either did not join the profession or else deserted their jobs. This loss of 7 thousand qualified teachers accounts for 60 per cent of the total number of graduates from the training institutions over the period 1964 - 74. This unhappy situation warrants early investigation in order to reduce this colossal loss of qualified Saudi women teachers.

(48)

CHAPTER VI : WASTAGE IN ELEMENTARY EDUCATION

- Educational inputs
- Output
- Analysis of wastage
- Drop-out
- Repetition
- Methods of estimating wastage
- Efficiency ratio

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CHAPTER VI

WASTAGE IN ELEMENTARY EDUCATION

The term educational wastage is frequently mentioned these days when efficiency of educational system is under discussion. The concept of wastage may be different for different types of people concerned with educational and socio-economic developments. The administrator of education, for example, may view as wastage the misuse of educational equipment, supplies or services provided to the educational system. A teacher's concept of wastage may be the lack on the part of the taught to receive adequate quantum of knowledge from the former. A sociologist may measure the efficiency of the educational system from its effects on the individual's behavorial pattern towards social institutions. An economist may measure the efficiency (and thus inefficiency or wastage) of the educational 'enterprize' from the 'input' - 'output' relationship as we would see later.

Since resources,both human and physical, available to any society or nation, are always scarce in relation to demand for them, it is the test of the economist applied to a system or an 'enterprize', as the economist prefer to call it, that is the most important consideration. It may be that a society is endowed with abundance of natural resources, but it lacks vitally needed human resources to exploit the plentiful natural resources for the welfare of the populace. It may be also that the manpower hase is very small in view of small population and under no circumstances, the nation can afford any wastage in the quantity or the quality of its scarce human stock.

It is therefore the economist's concept of wastage which is generally

applied when measuring the efficiency of an educational system as reflected by the relationship between the investment or 'input' and value of the production or of the 'output'. It seems worthwhile therefore to make clear the concept of 'input', 'output' and the 'unit' of measurement when these economic terms are applied to the educational 'enterprize'.

EDUCATIONAL INPUTS:

Limiting the analysis to elementary education, the inputs are the teachers, the supporting administrative personnel, school-buildings, furniture, equipment, teaching aids, and other materials and services that are generally provided for the schooling of the children. The first idea that comes to one's mind while measuring the wastage is about giving money values to the inputs and the outputs so that the wastage could be measured in monetary terms. However, the difficulty arises when it is seen that the raw material and the usual pricing system cannot be applied to the child either before he or she enters the 'factory' i.e. an elementary school, in our case, nor after he or she comes out after going through the various manufacturing processes i.e. schooling in our case. There have been of course attempts to measure the variations in earning capacities brought about by years of schooling; but these are too complex and their findings are still controversial.

In view of the difficulties of pricing the educational end-product, the resarchers have found alternative units in which the input, output and efficiency can be expressed. The usual unit now applied to analysis of educational wastage, particularly at the elementary level, is the

'pupil year'. As we know, the quantum of education at the elementary level is divided into six grades and for completion of each of this grade a pupil has to put in a year. It can be said that a year spent by a pupil at school to complete a grade represents all the money and effort that go with educating the child during this 'unit of time'.

OUTPUT:

The desired output of elementary education is a successful graduate. However the case of those who leave school before without successfully completing the stage may be controversial as it has been generally argued that even those who stayed for a shorter duration at school have benefited. For the present analysis only the success in completing the elementary stage will be taken into consideration although, the data and the charts showing the flow of pupils may be helpful if a lower grade is also made the basis of evaluation for efficiency or wastage.

ANALYSIS OF WASTAGE:

The desertion from school by children from various grades before completing a prescribed stage of education and the incidence of repetition by pupils of the same grade in successive years resulting from their failure to qualify for promotion to the next higher grade are the two main factors responsible for wastage in education. The two factors work in opposite directions so far as total enrolment in school is concerned. The dropout obviously reduces the enrolment, whereas the repetition tends to inflate it by overstaying in the system.

DROP-OUT:

The incidence of premature dropout from school needs little elaboration to bring home the point that it constitutes a wastage. In one sense the drop-out represents a wastage of resources and efforts allocated for educating those who were enrolled. In another sense, the nation is deprived of the prospect of getting a qualified person needed to augment its skilled and educated manpower. The child who has dropped off from school also himself bears the consequences of this wastage in his later life.

REPETITION:

Repeating same grade in successive years may not be considered as a waste of that nature as caused by a drop-out. The fact that the child is retrained in the system is an encouraging sign as it may be expected of the repeater that he may eventually succeed in completing the elementary education cycle and may be available even for further education.

The causes of repetition may be multifarious. Absence from school due to long illness, variations in the children's IQ (intelligence quotients), family back-ground, school environment, ill-qualified or unmotivated teachers, unsuitable school curriculum, etc. may be enumerated as some of the important factors responsible for incidence of repetition (and also dropout).

Though the advantages accruing from repetition of grades in order to be successful cannot be denied, the phenomenon of repetition still exerts a constraint on the expansion of elementary education and as such constitutes a wastage of efforts and resources. It represents wastage when it is seen that repeaters utilize the physical facilities

and services for longer duration than the optimum period which is six years for the elementary education. The repeaters, particularly when their number is very large, as is usually the case, also block entry of an equal number of probable new entrants at the initial entry-point viz grade one. Their presence in subsequent grades may lead to congestions in the classrooms.

METHODS OF ESTIMATING WASTAGE:

Various methods are applied by statisticians and planners for measuring the wastage depending upon the quality of data available for analysis. The methods vary from very rough estimation based on total enrolments to very accurate measurement by keeping a particular group of pupils under observation for a stipulated period. However this last method is rarely applied in view of time factor and difficulties of keeping track of the individual members of the group. Some of the methods usually applied for estimating wastage are described below.

(1) NEW-ENTRANTS-GRADUATES APPROACH:

The simple way of looking at the efficiency of the elementary education system is to match the number of graduates in a particular year with the number of children who were admitted to grade one six years earlier. The following Statement shows the results of this method.

Statement 24: New entrants and graduates (BOYS) - Elementary education level.

Period	New Entrants	Graduates after 6 years	Efficiency ratio
1965-1971	36,750	24,657	67%
1966-1972	40,179	27,109	67%
1967-1973	44,443	28,751	65%
1968-1974	44,459	37,913	85%
1969-1975	43,907	39,640	90%

This rather crude method indicates that the efficiency of elementary education system has apparently been improving over the years from 1968 to 1975. The crude efficiency ratio has risen from 67 per cent to 90 per cent!. This conclusion is difficult to believe because included among the graduates are the repeaters of many years who were already in the system when the new entrants to the first grade joined the system. Since the repeaters are included in the number of graduates and excluded from the number of new-entrants, the efficiency ratio is much higher than it should be if only the new entrants were considered both at the entry and the exit points.

(2) ENROLMENT IN SUCCESSIVE GRADES IN SUCCESSIVE YEARS:

This is also a crude approach which is used for estimating the wastage when data on repeaters and promotees are not available for the various grades of elementary education. This method provides results as shown in Statement below.

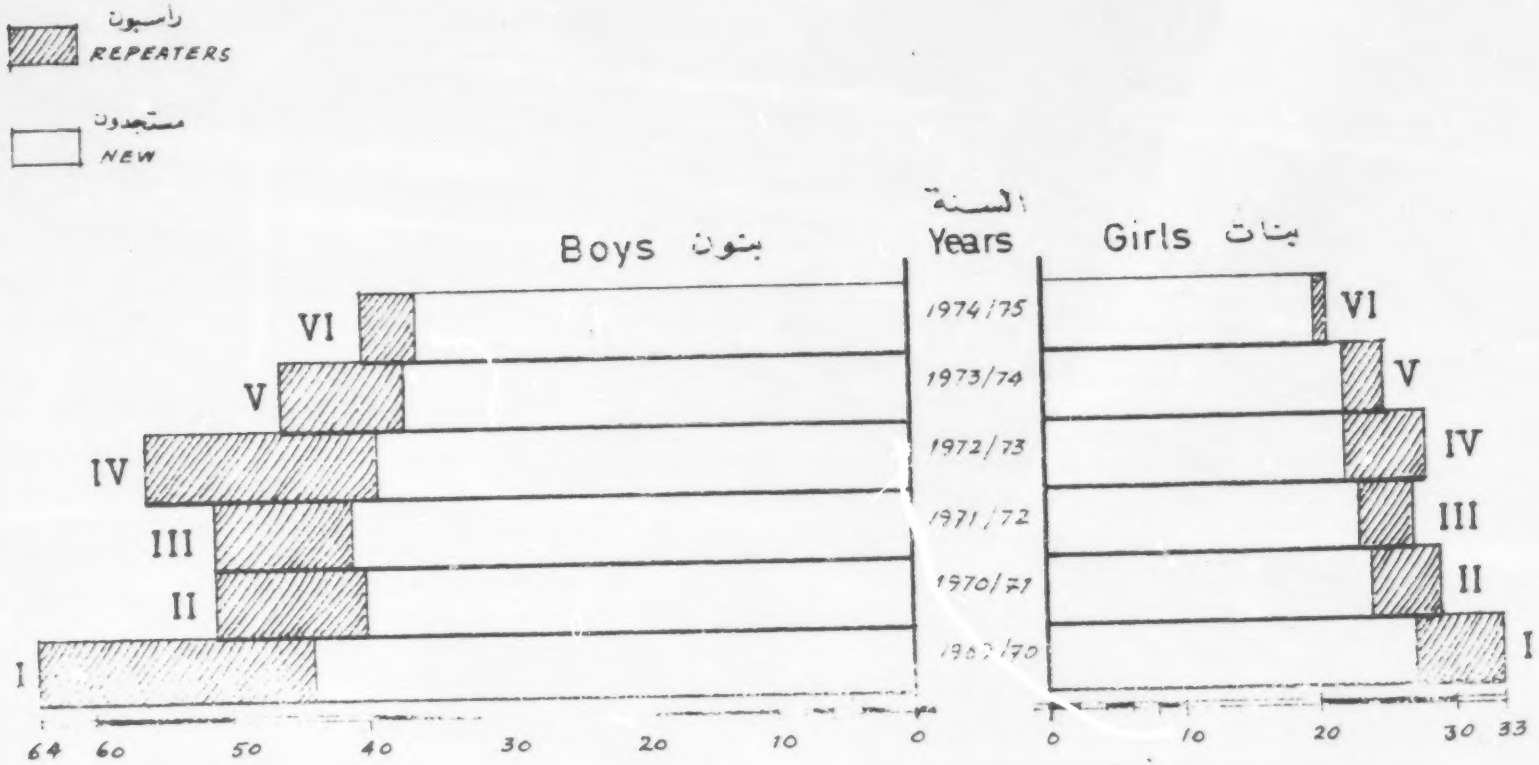
Statement 25: Indices of enrolment by grade, 1969-75
(Enrolment in Grade I in 1969/70 = 100)

Year	Grade	Index number	
		Boys	Girls
1969/70	1	100	100
1970/71	2	80	90
1971/72	3	80	85
1972/73	4	88	87
1973/74	5	73	76
1974/75	6	65	65
Output in 1975 (annual examination)		60	60

The results obtained from this approach are drastically different from those obtained from earlier approach. It is observed from the indices in the above Statement that the enrolment in successive grades goes on declining except that it increases from grade 3 to grade 4 which, as would

ELEMENTARY LEVEL:
Pupils in successive grades
in successive years, 1969-1974

المرحلة الابتدائية
الطلبة في الصفوف المتتابعة والسنوات المتتابعة
من عام ١٣٦٩ إلى عام ١٣٧٤ هـ



be seen later, is due to the lowest promotion and the highest repetition rates both for boys and girls.

It is observed that the efficiency ratio is only 60 per cent and as such 40 per cent of the pupils who were found in grade 1 in 1969/70, have dropped out from various grades. The efficiency shown by this approach is far too low as compared to that estimated in the earlier method.

It would be interesting to observe that the retention ratio for girls is higher for all the grades, except grade 4 in comparison to that of boys. This retention ratio for the two sexes is equal when they reach grade 5.

The analysis of data for earlier years shows that the survival ratio at the elementary level has been rising over the years. In the case of boys the survival ratio has risen from 45 per cent to 60 per cent and for girls from 43 per cent to 60 per cent.

(3) COHORT FLOW METHOD:

The ideal situation for analysing the efficiency (and its inverse, the inefficiency or wastage) of an educational level is when a cohort of pupils starting at the same time in the initial grade of that level is observed progressing through the grades over successive years. In such an ideal situation it may be seen how many pupils in that cohort pass through the stage without repeating any grade, how many of them have to repeat once, twice, or more often, before completing the stage successfully. The number of children who dropped from any of the grades is also known in this way.

However as already said, such an ideal situation is rarely available to an educational statistician. A minimum period of eight years is

required for observation of a cohort progressing through a 6-year course of elementary education when two repetitions are allowed to a pupil in one or the other of the grades. Obviously keeping a particular group under study for such a long time is impracticable.

(4) HYPOTHETICAL COHORT:

A recent tool developed by the researchers involved in analysing and quantifying the educational wastage is to set up a 'hypothetical cohort' to which observed rates of promotion, repetition (and drop-out which is the residue) are applied over a sufficiently long period which covers the duration of the level of education under study plus as many additional years as the number of repetitions. The observed promotion and repetition rates are worked out from the actual data of promotees, repeaters and dropouts.

It may be pointed out that even the rates of promotion, repetition, etc., serve as indicators of wastage by themselves. For example it is observed that the rates of promotion from grade to grade at elementary level have risen substantially over the past years both for boys and girls. However the rising promotion rates serve only as indicator of reduction in wastage and do not help in quantifying the wastage which is possible only when repeaters and dropouts are also taken into consideration and their flow is studied over the period of time as mentioned above and as analysed below.

FLOW OF PUPILS:

The chart on the next page shows flow of a hypothetical cohort of 1,000 pupils through various elementary grades over successive years. The flow is determined by the promotion, repetition and dropout rates

as observed over the various years shown in the chart except that the rates for the latest years viz, 1975/76 have been projected on the basis of past observed trends.

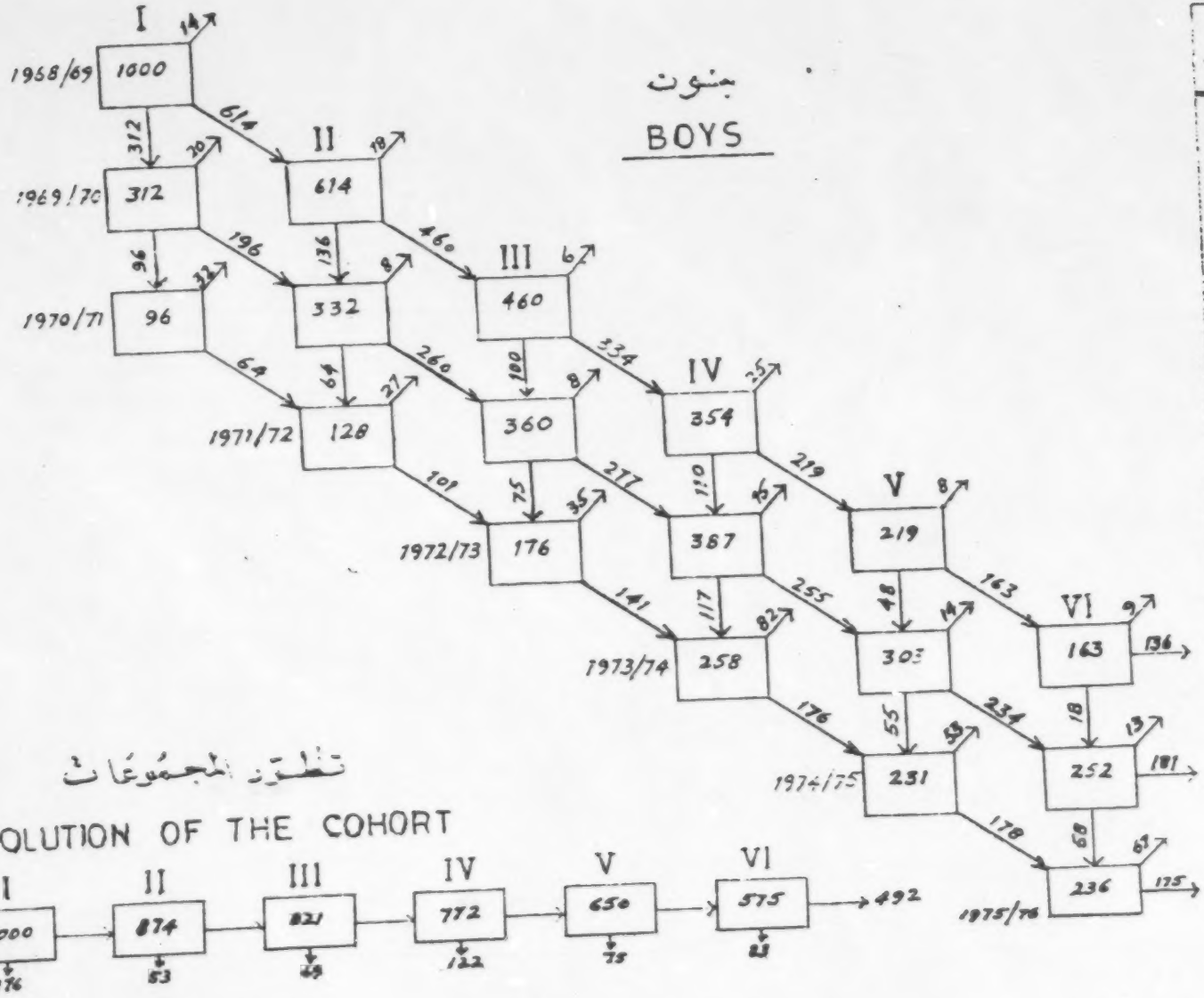
It would be seen from the chart that only a small proportion of children - less than 14 per cent - completes the elementary education in the minimum prescribed time of 6 years. These are the pupils who do not have to stop to repeat the same grade in the subsequent year. Those who fail once i.e. they have to repeat the grade only once, constitute 18 per cent. Obviously this group takes 7 years to complete the 6-year course. Another 18 per cent of the cohort completes the course in 8 years i.e. they suffer two repetitions. Thus in all about 49 per cent of the boys who were initially enrolled in grade I, could get through the final grade successfully after 6 to 8 years of schooling. Considering that the elementary system allows for a maximum of two repetitions during the entire elementary cycle, the remaining 51 per cent may be considered as dropout. Even it more than two repetitions be allowed, the extent of wastage will not decrease in terms of efforts or resources as represented by pupil - years.

Statement 26: Graduates and dropouts at elementary stage, 1968 - 1976

Time spent to graduate	Percentage of cohort	
	Boys	Girls
Took 6 years to graduate	14%	25%
Took 7 years to graduate	18%	28%
Took 8 years to graduate	17%	16%
Took 6 to 8 years i.e. total	49%	69%
Dropout without completing the elementary stage	51%	31%

FLOW-DIAGRAM SHOWING EFFECT OF REPETITION AND DROP-OUT AT ELEMENTARY LEVEL, 1968/69 - 1975/76

رسم بياني يوضح أثر الإعادة والتسرب في المرحلة الابتدائية من عام ١٩٦٨/٦٩ إلى عام ١٩٧٥/٧٦



بنون
BOYS

GRADE	DURATION IN YEARS	الصفوف
I	1,408	الأول
II	1,074	الثاني
III	996	الثالث
IV	999	الرابع
V	453	الخامس
VI	551	السادس
TOTAL	5,581	مجموع
OUTPUT	492	مخرجات
PUPIL-YEAR	11.34	سنوات الطالب
INPUT-OUTPUT RATIO	0.52	العدد والناتج

تطور المجموعات

75 EVOLUTION OF THE COHORT

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It would be seen from the flow-chart on the next page that the highest drop-out is from grades 1 and 4.

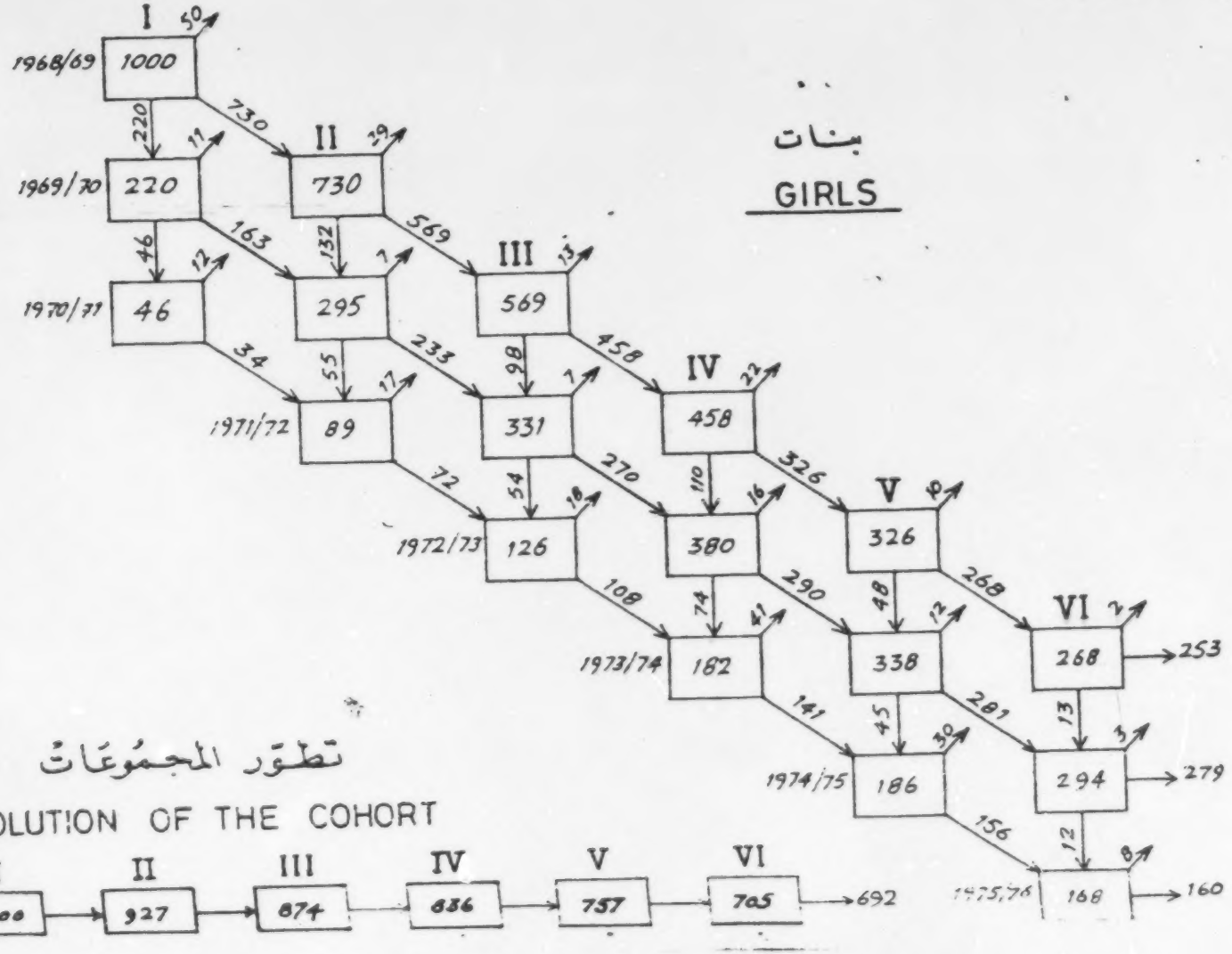
The flow chart for hypothetical cohort of girls shows that performance of girls is better as compared to that of boys. More than two-thirds (69%) of the girls who were initially enrolled in grade 1, pass out of the level successfully and drop-out is only 31 per cent as compared to almost half (49%) of the boys who succeed and the remainder (51%) who drop out prematurely.

EFFICIENCY RATIO:

It would be seen from the flowchart as well as from the Statement on the next page that out of 1000 boys who started in grade 1, only 492 pupils successfully completed the elementary stage of education after 6 to 8 years of schooling. The optimum period as expressed in pupil years required to get 492 elementary school graduates is 492 x 6 or 2,952 pupil-years. However more than 492 pupils had to be educated over varying amount of time and the resulting output was only 492 graduates. The repetition and dropout have raised the number of pupil years invested to 5,581.

FLOW-DIAGRAM SHOWING EFFECT OF REPETITION AND DROP-OUT AT ELEMENTARY LEVEL, 1968/69-1975/76

رسم بيانى يوضح أثر الإعادة والتسرب فى المرحلة الابتدائية من عام ٦٩/١٩٦٨ إلى عام ٧٦/١٩٧٥



GRADE	DURATION IN YEARS	الصفوف
I	1,266	الأول
II	1,114	الثانى
III	1,026	الثالث
IV	1,020	الرابع
V	850	الخامس
VI	730	السادس
TOTAL	6,006	مجموع
OUTPUT	692	مجموع الخريجين
PUPIL-YEAR	8·67	سنوات الطالب
INPUT-OUTPUT RATIO	0·69	العدد الناتج

تطوّر المجموعات

EVOLUTION OF THE COHORT

Statement 27: Pupil years invested and graduates

Grade	Duration in pupil-years	
	Boys	Girls
1	1,408	1,266
2	1,074	1,114
3	996	1,026
4	999	1,020
5	453	850
6	651	730
Total	5,581	6,006
Graduates produced	492	692

Optimum period in pupil years required to produce above graduates

	For boys	For girls
	2,952	4,152
Invested years per graduate	11.34	8.67
Efficiency ratio	0.52	0.69
Inverse efficiency ratio	1.89	1.44

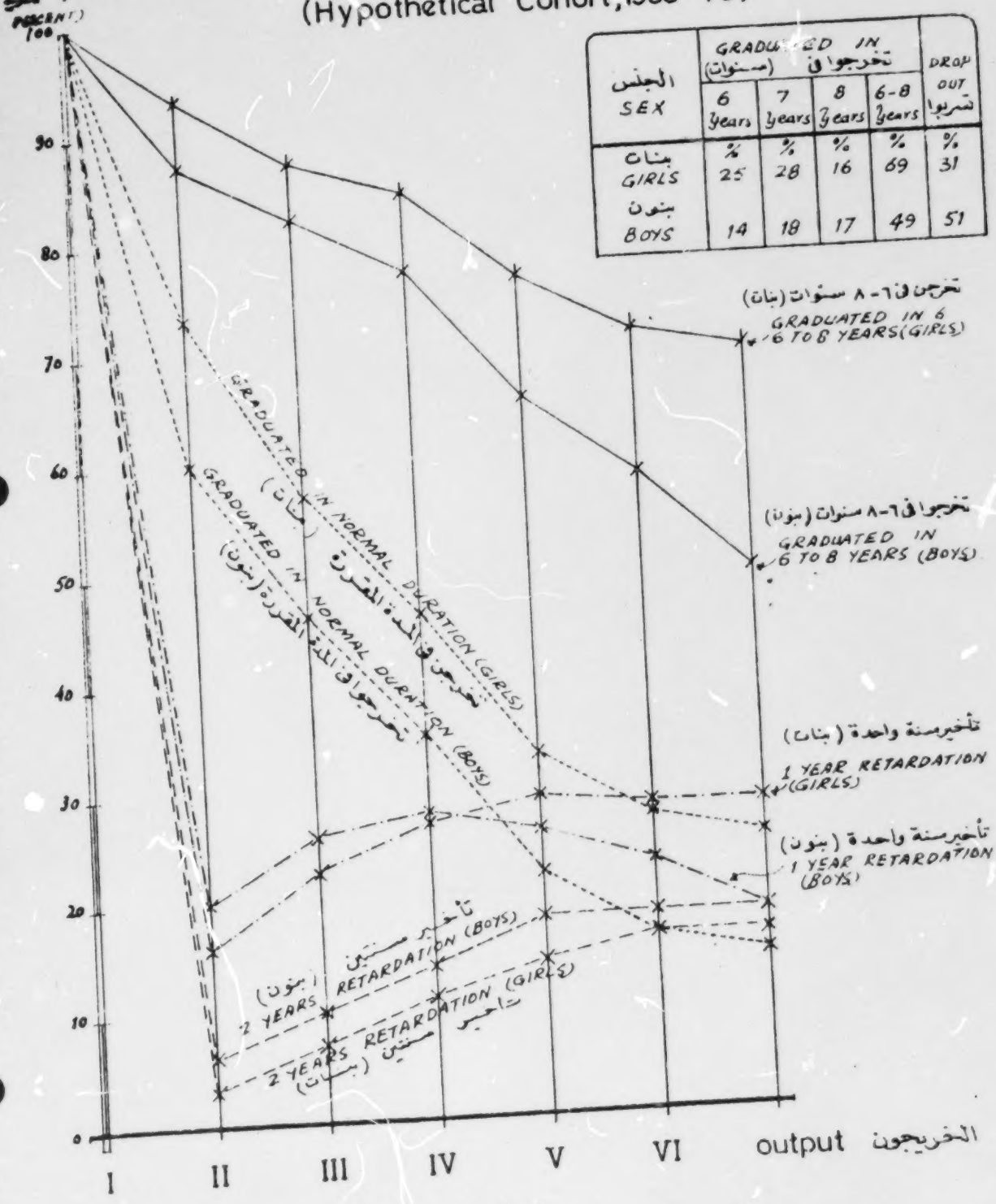
Comparing the input of pupil years required to produce 492 graduates to the optimum number of pupil years (graduates x 6) an efficiency ratio of o.52 is obtained for boys which shows that the efficiency of boys school system is just about half (efficiency ratio cannot exceed 1). It is also seen from the above Statement that an input of 11.34 pupil-years instead of an optimum of 6 years has been invested to produce one graduate of elementary education. In other words the time needed to produce one graduate is almost double than what it should be.

Analysing the data for girls, it is seen that the efficiency ratio in their case is higher being 0.69 as compared to 0.52 for boys. Thus the girls elementary education system works at two-third efficiency level. Further for every girl graduating from an elementary

نسبة الطلبة الذين يكملون المرحلة الابتدائية في المدة المقررة (ست سنوات) والذين يتأخرون سنة وسنتين لإكمالها.
(مجموعة افتراضية للفترة من ١٣٨٨-١٣٩٦هـ)

Percentage of pupils completing elementary stage in normal duration (6 years) and with 1 and 2 years retardation

(Hypothetical Cohort, 1968-76)



الجنس SEX	GRADUATED IN تخرجوا في (سنوات) 6 Years	7 Years	8 Years	6-8 Years	DROP OUT تسربوا
	%	%	%	%	%
بنات GIRLS	25	28	16	69	31
بنون BOYS	14	18	17	49	51

level 8.67 pupil-years are required on the average which means that the average time required to produce one girl graduate is nearly one-and-a-half times as large as the optimum time of 6 years.

CHAPTER VII : DETERMINANTS OF FUTURE GROWTH

- Essentials of projections
- Policy objectives for elementary education
- School-age and school-age population
- School enrolment and out-of-school children
- Over-aged children
- Effects of repetition
- Plan targets and effect of repetition

CHAPTER VII

DETERMINANTS OF FUTURE GROWTH

Having surveyed the progress of elementary education during the past 15 years, and also having identified and analysed the various problems encountered at this level of education, one is prompted to visualise the future course of events leading to the desired objectives of education at this level. The impulse to look to or into the future is caused by a lack of satisfaction with the existing situation and a desire for not only removing the prevailing inadequacies but for bringing about qualitative as well as quantitative improvement.

Since all human institutions including education are a continuumin the dimension of time, knowledge of the past developments leading to the present state of education is indispensable and fundamental to sound future planning. However the present provides only a basis for launching the future programmes. The trends observed in the past do not necessarily indicate the size and nature of the future educational dimensions. Simple projection of the past trends into the future may not lead to a solution of the problem or yield the desired results. The overriding factor is the government's policy which lays down the objectives for different types and levels of education. These objectives are translated into plans and programmes wherein physical targets are set, their implementation is phased over a period of time, and financial and other resources are allocated to different levels of education to achieve the desired objectives.

For the formulation of policy and plans for future development of education, it is necessary to know the future demand for educati

by estimating the number of children in the relevant age group, deciding on the proportion of this child population that will be brought to school over successive years. The projected number of pupils will lead to the estimation of teachers required to cope with the increasing number of schools and pupils. From the enrolment projections, it would also be possible to estimate the requirement of school buildings, furniture and other equipment.

Projections of future enrolments in elementary schools, teachers requirements, buildings, furniture and equipment is thus an essential service which the educational statisticians should undertake to render to the administrators, planners and the policy makers.

ESSENTIAL OF PROJECTIONS:

The future dimension of the education system depends on the following factors:

1. Past growth leading to the present situation
2. Growth of child population in the future and the age group which is to be served.
3. Policy objectives for expansion of education and proportion of children in the relevant age-group that is to be covered under plans and programmes.
4. Flow of pupils through the various grades showing rates of promotion, repetition, dropout.
5. The requirement and supply of teachers.
6. School buildings, furniture, equipment and other material required.

These various factors on which the future size of elementary school system depends will be dealt with in details in the following pages.

PUBLICITY OBJECTIVE FOR ELEMENTARY EDUCATION:

The Education Policy in the Kingdom of Saudi Arabia, 1970 A.D. (1390 A.H.) envisages, inter alia, 'setting up of necessary plans to accommodate all students reaching the age of elementary schooling within 10 years'. In other words, universalization of elementary education is to be achieved by 1980 (since the policy was dated 1970). Therefore our starting point in the light of this policy will be to find out what proportion of children is now enrolled in school; what will be the future number of children; and how progressively all of the future generations of children will be accommodated in elementary schools.

SCHOOL-AGE AND SCHOOL-AGE POPULATION:

For the purpose of planning and as a basis for future projections, the age group 6 to 11 is abritrarily taken as comprising children for which elementary education is to be provided. However as would be seen from the later analysis, a large proportion of children enrolled in elementary schools is beyond this age-group and an insignificant proportion is also below 6 years of age. Thus the population of children in the age group 6 to 11 serves as an indicator of the minimum educational facilities required for achieving universalisation at elementary level. This age-group is also justified on the ground that the normal and the desirable age for enrolling a child in the first grade of elementary school is when he has completed 6 years of his age and if the child progresses through the stage without retardation due to repetition, he should be able to complete the 6-year course of elementary education when he completes 11 years of age. Incidentally there are various ways of expressing this age group

as shown below:

Under 7 to under 12

Between 6 to 7 and 11 to 12

6 + to 11 +

6 to 11 or 6 - 11

Unfortunately the actual population of children in the age-group 6 to 11 is not known for any of the years. The preliminary results of the Population Census of 1974 do not provide break-up of population by ages. However it is hoped that as and when the detailed results of this census are available, the school-age population in the age-group 6 to 11 and for other educational age-groups would be known.

In the absence of actual date on school-age population, resort has made in the past by various national and international organizations to estimation of such population. Howeveralmost all the estimates have been found to be on the lower side. Therefore it has been found expdient to estimate school-age population corresponding to elementary education for the purpose of this study. However it is hoped that the demographers will soon undertake to revise their previous estimates of population for use by all concerned.

The preliminary results of the 1974 population census put the total population of the country at 7.1 million of which 5.1 million is classified as 'settled' population and 1.2 million as 'unsettled' or 'mobile' population which probably comprises the nomadic and other mobile segments of population. The nomadic or mobile population cannot be equated in respect of educational facilities with the settled population for obvious reasons. Therefore for the purpose of this study we have preferred to set up three alternatives for projection of school age population. One alternative is based on the total population

of 7 million, another on the settled population of 5 million and a third one is the intermediary estimate of 6 million.

As mentioned before, the actual age structure of population is not available for any of the years. It therefore seems futile to apply very sophisticated demographic methods for estimation of school age population for the 10 years from 1975 to 1985 which is the period for which the enrolment projections have been made. Various experts manipulating with the population projections for the Kingdom have placed the proportion of children in the age group 6 to 11 around 18 per cent of the total. The rate of growth of total population has been estimated by these experts to be around 3 per cent per annum with probability of slightly declining rate in the future years. These rates have therefore been made the basis of projecting population of children in the age group 6 to 11. The results are shown in Statement 28 below.

Statement 28: Estimated number of children aged 6 to 11 for the years from 1975 to 1985.

Thousands

Population Alternative	Sex	1974/75	1979/80	1984/85
Alternative I	MF	1,260	1,460	1,692
	M	634	735	852
	F	626	725	840
Alternative II	MF	1,080	1,250	1,450
	M	544	629	730
	F	536	621	720
Alternative III	MF	900	1,044	1,209
	M	453	526	609
	F	447	518	600

Having estimated the total child population in the age group 6 to 11 for the base year 1974/75 and for the next 10 years, it would be necessary to look at the present enrolment of children, their age

pattern, the proportion of the total child population that is now enrolled in school and that will be brought to school in the coming years.

SCHOOL ENROLMENT AND OUT OF SCHOOL CHILDREN:

Keeping in view the policy objectives for the universalization of elementary education within the foreseeable future it is necessary to find out the number and proportion of children at school and also those out of it for the base year as well as for the future years.

Statement 29: School enrolment as per cent of population in age group 6 to 11 in 1974/75

Age-group and sex	Enrolment ratios for Population Alternative I	Population Alternative II	Population Alternative III
Pupils aged 6 to 11	37%	43%	52%
Boys	49%	58%	69%
Girls	25%	29%	34%
Pupils of all ages	50%	58%	70%
Boys	64%	74%	89%
Girls	36%	42%	51%

It would be seen from the Statement above that for alternative I of the population, only 49 per cent of the boys in the age group 6 to 11 are enrolled in school; i.e. slightly more than half of the children in this age group are out-of-school. For the lowest population estimate (alternative III), the proportion is considerably higher being 69 per cent of the group. This alternative suggests that slightly more than one-third of the population of children in the relevant age group is outside the school.

In the case of girls only a quarter of the population aged 6 to 11 is enrolled and 75 per cent of their population is still outside the school. (Population alternative I). For the lowest population estimate, two-thirds of the girls population is out of school.

From the foregoing analysis, the absolute number of out-of-school children has been estimated for the base year 1974/75 and shown in Statement below.

Statement 30: Estimated number of out-of-school children (aged 6 to 11) in 1974/75

(Thousands)

Population	Number of out-of-school children		
	Total	Boys	Girls
Alternative I	793	321	472
Alternative II	613	231	382
Alternative III	433	140	293

A further analysis of data shown in Statement 29 indicates that if children of all ages enrolled in elementary schools are related to the population in the age-group 6 to 11, the "gross" enrolment ratios are considerably higher than the age-specific ratios. For example under population alternative I, the gross enrolment ratios for boys is 64 per cent while the age-specific ratio is only 49 per cent. Similarly for girls the "gross" enrolment ratio is 36 per cent against 25 per cent age specific ratio for the same population alternative.

It is obvious from the foregoing analysis that the over-aged children enrolled in elementary schools tend to depress the age-specific enrolment ratio. How large is the proportion of over-aged children in elementary schools will be studied in the following paragraphs.

OVER-AGED CHILDREN:

Late entry to school and retardation caused by grade repetition are mainly responsible for a large proportion of overaged children in elementary schools as shown in the following Statement:

Statement 31: Normal and overaged children at the elementary level of education, 1974/75

Sex	Enrolment and enrolment ratios			
	Age-group 6 to 11		Over-aged group	
	Number	%	Number	%
Boys	313,493	78	89,025	22
Girls	153,760	69	69,495	31
Total*	467,253	75	158,520	25

*EXCLUDING 8,725 pupils enrolled in Evening Schools.

In 1974/75, a quarter of the number of children enrolled in schools was beyond the upper age-limit for elementary education. One-third of the girls and slightly less than a quarter (22%) of the boys were over-aged for the elementary level of education.

Even the above Statement does not fully indicate the true proportion of over-aged children as it does not show the distribution of 6 to 11 year old children by grade. It may be stated that whereas an eleven year old child may be normal for grade 6, he will be over-aged of he is found in any of the lower grades. Statement 32 shows percentage distribution of pupils between the ages 6 to 11 by grade in 1975.

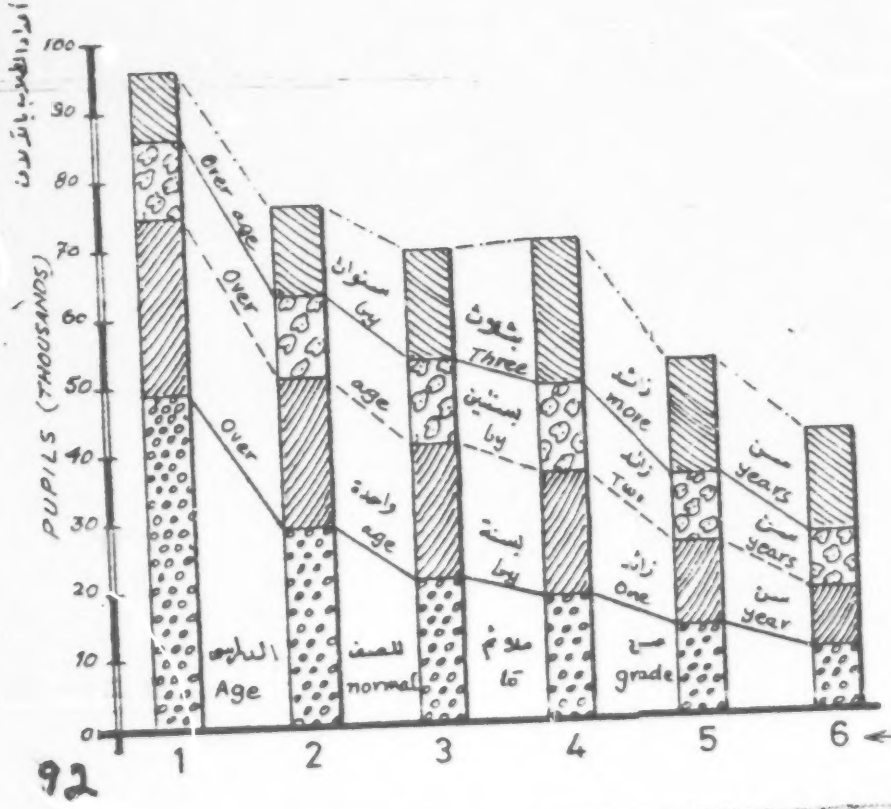
Statement 32: Percentage distribution of children in age-group 6 to 11 by grade, 1974/75

Grade	Percentage distribution of children 6 to 11 year old	
	Boys	Girls
1	30	33
2	23	26
3	20	20
4	16	13
5	8	6
6	3	2
Total	100	100

توزيع الطلاب حسب الصف الدراسي

طبقا للسن المدرسي المناسب والسن الزائد لعام ١٩٧٤/٧٥م

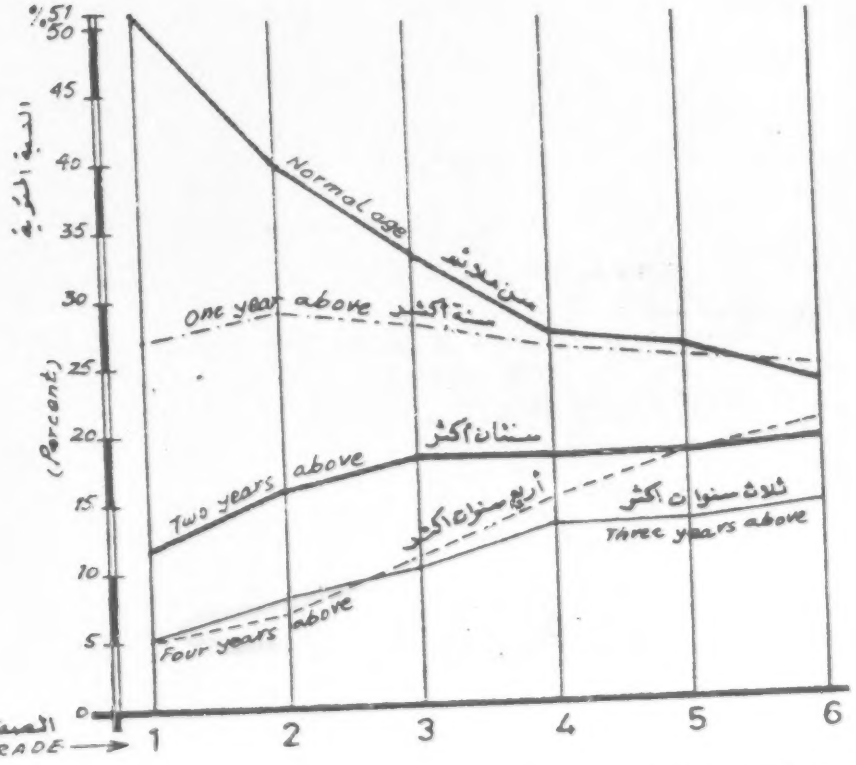
Distribution of Boy Pupils by Grade According to Normal and Above Normal Age _1974 / 75



النسبة المئوية لتوزيع الطلاب حسب الصف الدراسي

طبقا للسن المدرسي الملائم والسن الزائد لعام ١٩٧٤/٧٥م

Percentage Distribution of Boy Pupils by Grade According to Normal and Above Normal Age _1974 / 75



It may be observed from the above statement that about three-quarters (73%) of the boys aged 6 to 11 are enrolled in the first three grades and a little over a quarter (27%) are enrolled in the last three grades. The situation of the girls is still worse. In their case nearly four-fifths (79%) are found in the first three grades and a fifth (21%) in the last three grades.

In the final grade of elementary education the proportion of children of 6 to 11 year age group was merely 3 per cent and 2 per cent for boys and girls respectively.

This distortion in the distribution of 6 to 11 year old children over various grades may partly be explained by the fact that the intake in the first grade has been increasing over the past years. However the main cause of this age-distortion is the retardation due to repetition.

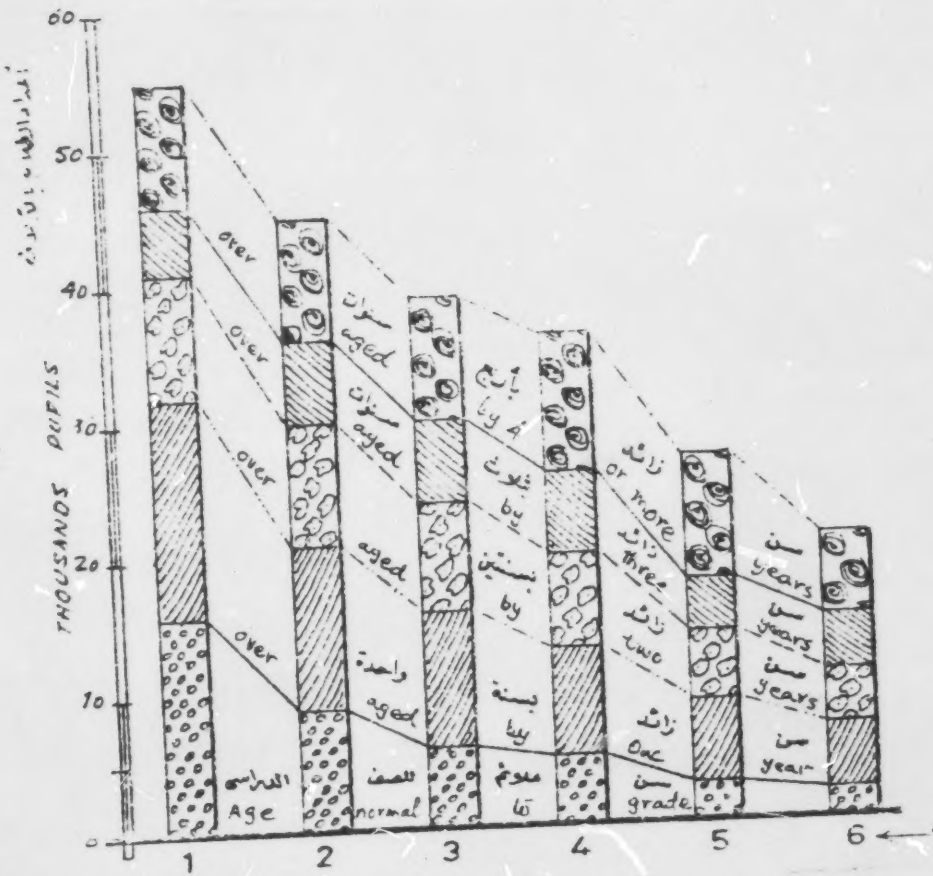
A further analysis of children who are of normal age for their respective grades and those who are over-aged by 1, 2, 3 and 4 years or more as shown in Statement below indicates that hardly 36 per cent or a little over one-third of the boys are of normal ages for their respective grades and the remaining 64 per cent are over-aged to the extent of one to over four years. The proportion of overaged pupils goes on increasing in the higher grades reaching 77 per cent in grade six for boys. Thus hardly one in every four boys in grade six is of normal age.

In the case of girls, only 20 per cent or one-fifth of their number are or normal ages for their respective grades. The remaining 80 per cent are older for their grades from one to over 4 years. As in the case of

توزيع التلاميذ حسب الصف الدراسي

طبقاً للسن المدرسي المناسب والسن الزائد لعام ١٩٧٤/٧٥م

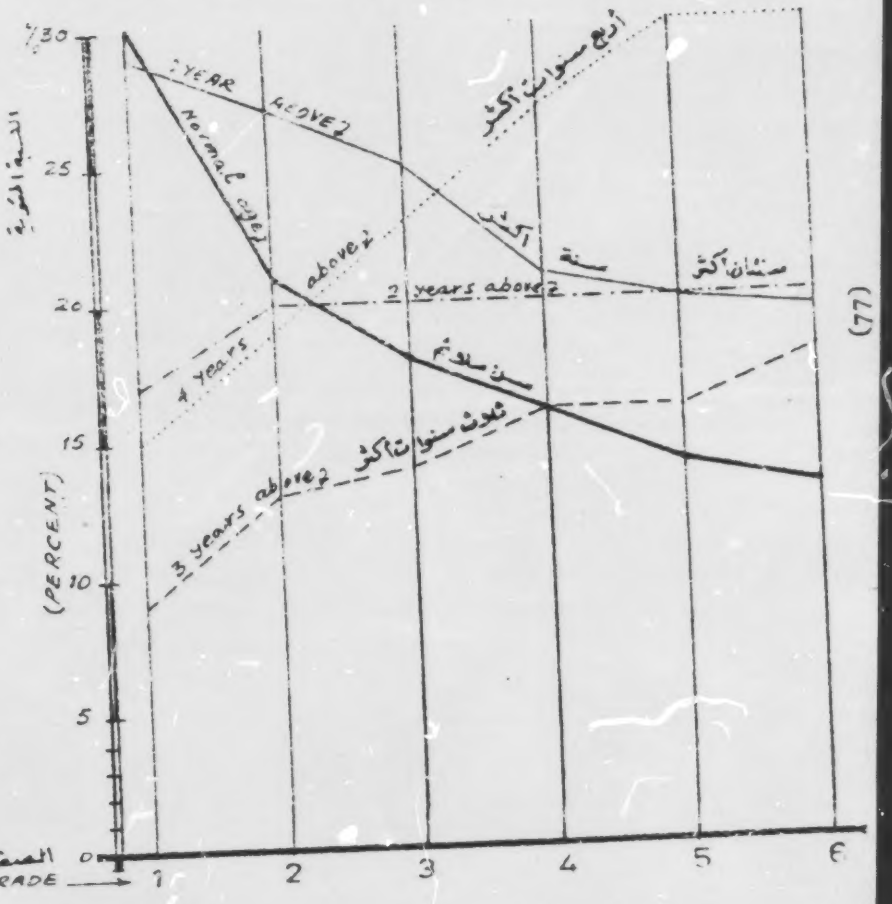
Distribution of Girl Pupils by Grade According to Normal and Above Normal Age _1974 / 75



النسبة المئوية لتوزيع الطلاب حسب الصف الدراسي

طبقاً للسن الدراسي الملائم والسن الزائد لعام ١٩٧٤/٧٥م

Percentage Distribution of Girl Pupils by Grade According to Normal and Above Normal Age _1974 / 75



boys, the proportion of over-aged girls also goes on increasing in the higher grades reaching 87 per cent in grade six.

Statement 33: Percentage distribution of pupils by grade and normal and overagedness, 1974/75

Grade	Normal age	Over-aged in years					Grand total
		one	two	three	four	total	
		BOYS (%)					
1	51	27	12	5	5	49	100
2	40	29	16	8	7	60	100
3	33	28	18	10	11	67	100
4	27	26	18	13	18	75	100
5	26	25	18	13	18	74	100
6	23	24	19	14	20	77	100
1 to 6	36	27	16	10	11	64	100
		GIRLS (%)					
1	30	29	17	9	15	70,	100
2	21	27	20	13	29	79	100
3	18	25	20	14	23	82	100
4	16	21	20	16	27	84	100
5	14	20	20	16	30	86	100
6	13	19	20	18	30	87	100
1 to 6	20	25	19	14	22	80	100

The underlying idea runing through the analysis of age-wise distribution of children has been to find out what proportion of children in the age group 6 to 11 years are enrolled in schools so that the estimates of the out of school children could be made.

The detailed analysis of overaged children further complicates the problem as the proportion of enrolled children who are of normal age for their respective grades goes down still further as would be seen

from the Statement below.

Statement 34: Enrolment ratios - gross ratio and age-specific ratio, 1974/75

Population alternative and sex	Enrolment ratios (%)		
	All ages	Age 6 to 11	Age normal to grade
Alternative 1	50	37	14
Boys	64	49	22
Girls	36	25	7
Alternative 2	58	43	17
Boys	74	58	26
Girls	42	29	8
Alternative 3	70	52	20
Boys	89	69	31
Girls	51	34	9

Note: Normal age for grade one is between 6 and 7 years and so on for other grades.

Under alternative 1 of the population, the enrolment ratio for boys enrolled irrespective of their ages is 64, which comes down to 49 if pupils who fall within the age group 6 to 11 are related to the total population of children in that age group. However when pupils who are overaged for their respective grades are excluded from the enrolment and only those of ages normal to their grades are related to the population in the age group, the result is an enrolment ratio of 22 per cent only. For girls the corresponding ratios work out to 36%, 25% and 7% respectively.

As already explained the overaged children tend to inflate the enrolment at elementary stage as they are retained in the system longer than the optimum period of 6 years required to complete the elementary stage successfully. This is true however for repeaters only. Even if all the children of normal age for admission to grade one are enrolled,

the repeaters of the preceding years will inflate the enrolment of grade one and the subsequent grades making the total enrolment at the elementary level larger than the total population of children in the age group.

Thus the overaged children whether they are new entrants or repeaters warrant that the facilities for a larger number of children than in the relevant age group should be created. For achieving universalization in a system where automatic promotion is not in vogue more seats in grade one than the actual number of 6 year old children, are required to provide for the repeaters as well.

It is probable that even at present the number of boys of all ages enrolled in grade 1 may be larger than the total population of 6-year old boys. The following Statement may explain such a situation.

Statement 35: Gross and age-specific ratio for grade I elementary education, 1974/75

Population alternative	Gross enrolment ratio		Age-Specific enrolment ratio	
	Boys	Girls	Boys	Girls
Alternative 1	86%	51%	44%	15%
Alternative 2	100%	60%	51%	18%
Alternative 3	120%	72%	61%	21%

It may be seen that for alternative 2 of the population, the enrolment ratio for boys is 100 indicating that the enrolment in grade one is equal to the total number of 6 year old boys in the population. For the lowest population estimate the enrolment ratio is 120 indicating that the enrolment in grade one is larger by 20 per cent compared to the number of 6 year-old boys in the population.

EFFECT OF REPETITION:

The effect of repetition and dropout on school enrolment has been studied in detail in chapter on educational wastage. It was pointed out earlier that while the repeaters block the system for the new entrants and promotees from lower grades and thus tend to inflate the enrolment. For example in the year 1974/75, 74 thousand pupils were repeating one or the other of the elementary grades and some 14 thousand pupils had dropped out of school from various grades between the two academic years, 1973/74 and 1974/75.

PLAN TARGETS AND EFFECT OF REPETITION:

It has been indicated in the Second Five Year Plan that starting from 1965/66, 90 per cent of the 6 year old boys will be enrolled and the remaining 10 per cent will be enrolled in the succeeding years when in fact they would be seven year old. This strategy of enrolling 90 per cent of 6-year olds and 10 per cent of the 7-year olds makes no significant difference from the situation if seats for 100 per cent of 6-year olds were provided. It will be the number of repeaters which will require additional seats i.e. in excess of the provision to be made for 100 per cent of the six year olds or than what more or less the same as provision of seats for 90 per cent of six year old and 10 per cent of the 7 year old boys. The present rate of repetition for grade one is 20 per cent. Thus 20 per cent additional seats than the number of 6 year olds will have to be provided in grade one for achieving universalization, if the present rates of promotion and repetition remain unchanged.

CHAPTER VIII : ENROLMENT PROJECTIONS FOR THE PERIOD 1975 TO 1985

- Projections of new entrants

- Enrolment ratios

CHAPTER VIII

ENROLMENT PROJECTIONS FOR THE PERIOD 1975 TO 1985.

Enrolment projections have been made for the 10-year period from 1975 to 1985. This may be considered as medium term projections. The first five years of these projections coincide with the period of the second Five Year Plan of the Kingdom. It has been therefore found expedient to make use of the targets set for enrolling new entrants over the next five year period. However for the projections of the boys enrolment two alternatives have been presented. One alternative has been based on the same number of new entrants from year to year as indicated in the Second Five Year Plan. The need for the second alternative has arisen because the planned number of new entrants to grade I rises suddenly from 78 thousand boys in 1974/75 to 127 thousand in the initial year of the plan viz, 1975/76 and then slumps to 104 thousand in the second year of the plan i.e. in 1976/77. This sudden rise in the number of new entrants in the initial year of the plan is explained by the likelihood of bringing all the 7 and 8 year old boys who are not enrolled in school. Thereafter only 10 per cent of the 7 year old boys will be enrolled each year along with 90 per cent of the 6-year olds. However it may be said in all fairness that with the best of intentions and most of the efforts, it seems highly improbable that nearly 49 thousand additional boys could be brought to school in a single year (initial year of the plan) keeping in view the fact that the number of new entrants in any of the preceding years never exceeded 10 thousand. Therefore in the second alternative this sudden spurt in the fresh intake of boys has been smoothed over the first three years of the plan

without deviating from the targets of new entrants during the last two years of the plan.

PROJECTIONS OF NEW ENTRANTS:

Givern the government's policy for early universalization of elementary education, the size of the future enrolment in elementary schools will depend on the number of new entrants and the pattern of their flows through the cycle as reflected by promotion, repetition and drop-out rates. The number of new entrants will depend on the total population of children who are eligible for admission and also the success of the concerned authorities to bring these children to school as stipulated in the second five year plan.

For this study, the projections of enrolments are based on the new entrants to grade I of the elementary education only and any direct admissions to the subsequent grades have been ignored as these are presumed to be insignificant.

In the absence of any data on the actual population of 6, 7 and 8 year old children, the figures of fresh intake as shown in the second plan have been used for projections of enrolment. Enhanced promotion rates as foreseen in the second plan and declining dropout rates have been applied to the flows of pupils through the various grades. The number of boys and girls as may be enrolled

in grade I over the next 10 years is shown below:

Statement 36: Projections of new entrants to grade I of elementary stage from 1974/75 to 1984/85

Thousands

Year	Boys		Girls
	Alternative I	Alternative II	
1974/75*	78	78	48
1975/76	127	86	52
1976/77	104	95	57
1977/78	108	105	62
1978/79	111	111	67
1979/80	114	114	72
1984/85		130	100

*Actual

Projections for 1975/76 to 1979/80 under alternative I for boys and girls and those for girls are as shown in the second five year plan.

As already mentioned, the task of bringing 49 thousand additional boys (raising the intake from 78 thousand to 127 thousand) to school in the initial year of the plan seems a very formidable one. Therefore the projections under alternative II have been made which are based on the past trend. The additional fresh intake of 8 thousand (which is slightly larger than the addition in the preceding year - 7.6 thousand) has been estimated for the first year of the plan. This annual addition is increased in simple arithmetic progression over the subsequent years, e.g. by 8, 9, 10, 11, ... thousand per year. The intake becomes equal under the two alternatives in the fourth and the fifth years of the plan. It would be seen that the increase in the number of new entrants under alternative II is gradually phased and thus a spurt in 1975/76 and a slump in 1976/77 are avoided.

The projections of the new entrants in girls schools as shown in the second five year plan are more realistic as these envisage an annual intake of about 5000 girls which correspond to the increase observed from the past trend of new entrants to girls schools.

The results of the enrolment projections are shown in tables. A summary of enrolment and enrolment ratios is given below:

Statement 37: Projections of enrolment and enrolment ratios 1975 to 1985

Year	Enrolment (Thousands)	Enrolment ratio under population Alter.I	Alter.II	Alter.III
		BOYS		
1974/75	411	65	76	91
1979/80	641	87	102	122
1984/85	722	91	106	127
		GIRLS		
1974/75	223	36	42	50
1979/80	368	51	59	71
1984/85	519	62	72	87

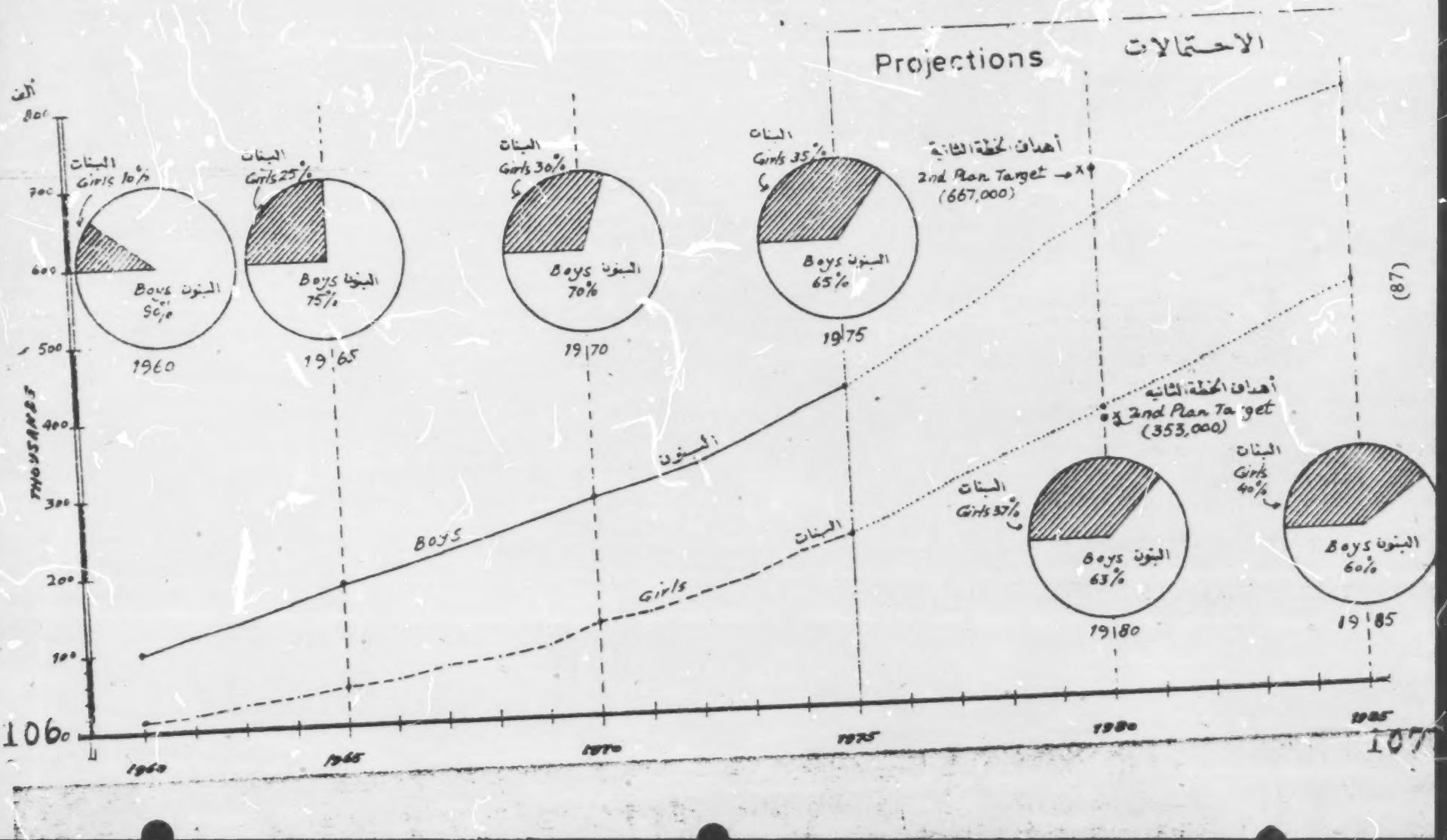
According to these projections, the enrolment of 641 thousand boys in 1980 will be 56 per cent larger than that in 1974/75. The second plan target for the enrolment of boys is 677 thousand. This difference of 36 thousand may be attributed to the initial spurt as envisaged in the plan for a stupendous rise of 49 thousand additional intake in the initial year. The projected enrolment of girls for 1979/80 is 368 thousand which is larger by 15 thousand than the second plan target of 353 thousand.

ENROLMENT RATIOS:

The ratio of enrolment at elementary level irrespective of the ages of the pupil to the total population in the age group 6 to 11 (for population alternative I) is expected to rise in the case of boys from 65 per cent at the begining to 87 per cent by the end of the second plan and to 91 per cent after 10 years from now that is by 1984/85. For population alternate II, the enrolment ratio is expected

نمو التسجيل فى المرحلة الابتدائية فى الفترة من ١٩٦٠ إلى ١٩٨٥ م

GROWTH OF ENROLMENT AT ELEMENTARY LEVEL 1960 TO 1985



to rise from present 76 to 102 by the end of the plan period suggesting that the number of boys enrolled irrespective of their ages will be slightly larger than the age-group population.

In the case of girls, their enrolment ratio (for population alternative I) is expected to rise from the present 36% to 51% by the end of the plan and further to 62 per cent at the end of the decade viz by 1985. For population alternative II the ratio will rise from 42% to 59% by the end of the second plan and to 72% by 1985. The elementary education for girls will thus remain far below the universalization level during the next 10 to 15 years whatever population alternative may be taken as the basis of estimation.

Enrolment ratios based on population estimate under alternative III which is the lowest of the three estimates are very high. In the case of boys the ratio is 91 per cent in 1975 which rises to 122 per cent and 127 per cent by 1980 and 1985 respectively. These high ratios are the result of high rate of fresh intake into grade I of the elementary education and relating it to a low population. In fact a low population as estimated under alternative III is not expected to provide as many number of children as are envisaged in the second five year plan.

CHAPTER IX : TEACHER REQUIREMENT AND SUPPLY DURING THE PERIOD 1975 TO 1985

- Teacher requirement

- Supply of national teachers

CHAPTER IX

TEACHER REQUIREMENT AND SUPPLY DURING THE PERIOD 1975 - 1985:

The requirement of teachers is dependent on the number of pupils, classes, and the prevailing or the desirable ratios between pupils and teachers or classes and teachers. It also depends on the distribution pattern of classes and schools by size. It has been observed from the analysis of data on teachers in Chapter V that there are wide variations from the aggregate average pupil-teacher ratio or average teacher-school ratio. For example, it was observed that slightly less than half of the boys schools showed pupil-teacher ratio between 16 to 25. Nearly one-third had less than 15 pupils per teacher and there were schools where teachers were fewer than the number of pupils warranted. Also in the case of girls schools only 42 per cent had a pupil-teacher ratio ranging between 16 to 25; 17 per cent had 15 or less pupils per teacher while 41 per cent of the schools had 26 or more girls per teacher. Thus a large proportion of girl schools had the problem of classes larger than the optimum size whereas at least a third of the boys schools had a problem of very small classes.

TEACHER REQUIREMENT:

Keeping in view the arthimetic averages and the median values calculated from the data of pupils and teachers, a pupil teacher ratio of 20 has been used as a basis for the projection of teacher requirements for boys schools and 25 for that of the girls schools. These ratios also compare favourably with those indicated in the second five year plan. The requirement of teachers during the next 10 year period worked out on the basis of the above ratios is shown in Statement 38 on the next page.

Statement 38 : Projected requirements of teachers for elementary schools during 1975 - 1985.

(Thousand)

Year	PUPILS		TEACHERS*	
	Boys	Girls	Men	Women
1974/75	411	223	21	10
1979/80	641	368	32	15
1984/85	772	519	39	21

*Based on pupil-teacher ratio 20 and 25 for boys and girls schools respectively.

The above Statement shows the number of teachers which should be in position to man the schools and to cope with indicated enrolment levels. The number of teachers in 1979/80 will be larger by 11 thousand in boys schools and 5 thousand in the girls schools. Not only these additional teachers required for additional enrolment in schools will have to be provided but to this number it would be necessary to add the number of teachers required for normal replacement due to retirement, death, change of profession, etc. In the absence of data on teachers retiring or leaving the job for other reasons, we may estimate such a requirement on the rates generally observed in some of the developing countries where between 3 to 5 per cent of teachers stock is lost annually due to retirement and other reasons. In our case we have estimated this loss at 3 per cent of the stock of men teachers and 5 per cent in the case of women teachers who are more prone to deserting the teaching jobs for reasons yet to be investigated into. Furthermore the replacement due to retirement will be considered only in the case of Saudi teachers.

The Statement on the next page shows the requirement for additional teachers during the period 1975 to 1980 and also during the subsequent five year period from 1981 to 1985.

Statement 39 : Additional teachers required during 1975 - 1980.

(Thousands)

Purpose	Additional teachers required during 1975 - 1980 Men	Women	1980 - 1985 Men	Women
1. For additional enrolment	11.1	5.8	6.6	6.1
2. For normal replacement of Saudi teachers due to retirement etc.	2.6	2.0	4.8	4.3
3. For replacing foreigners*	1.9	3.3	5.6	0.8
Total	15.6**	11.1**	17.0	11.2

*the remainder of the anticipated output after meeting the requirement at 1 and 2 above.

**Second Plan targets for production of teachers.

The production of 15.6 thousand men teachers and 11.1 thousand women teachers during the second plan period will thus meet the requirement of teachers arising out of expanding enrolment, replacement of Saudi teachers due to retirement, etc. and the remainder would be available for replacing the foreign teachers.

SUPPLY OF NATIONAL TEACHERS:

(A) MEN TEACHERS:

The Second Five Year Plan provides for setting up 5 additional teacher training institutes and increasing the total enrolment of teacher training institutions from 9 thousand in 1974/75 to 12 thousand by 1979/80 resulting in a total output of 15,600 graduates during the plan period.

Statement 40 :Number, enrolment and output of the teacher training institutes for men, 1975 - 1980

Year	Number of Institutes	Enrolment (Thousands)	Graduates (Thousands)
1974/75	16	9.1	2.2
1979/80	21	12.1	3.5
Total production of graduates during the second five year plan			15.6

In addition to the above, the plan provides for upgradation of 2,900 teachers already serving in the elementary schools with intermediate level qualifications. This of course is a qualitative improvement and is not going to increase the stock of teachers. The institutes of physical education and fine arts will also be expanded to increase supply of their graduates to 189 and 147 respectively by the final year of the plan.

Another improvement will be made by setting up 5 junior colleges for training of teachers for elementary schools. This programme will be started from the academic year 1976/77 and is expected to supply a total of 1,674 graduates during the plan period.

(B) WOMEN TEACHERS:

The second plan envisages to increase the annual intake in the teacher training institutes for women from present 2.1 thousand to 4.8 thousand in 1979/80. This will lead to an increase in the total enrolment of these institutions from 4.5 thousand in 1974/75 to 1,300 in 1979/80. The annual production of graduates from these institutions will rise from the present 1,200 to 3,500 by 1979/80. It is expected that over 11 thousand women teachers will be trained during the five year plan as may be seen from the Statement on the next page.

Statement 41 : Number, intake, enrolment and output of teacher training institutes for women, 1975 - 80

Year	Number of Institutes	Intake (,000)	Enrolment (,000)	Graduates (,000)
1974/75	27	2.1	4.5	1.2
1979/80	31	4.8	13.0	3.5
Total production of graduates during the second five year plan (1975 - 80)				11.1

The improvement of quality as represented by the upgradation of the level of courses from intermediate to secondary will be the salient feature of the teacher training institutes for women during the second five year plan period. The old intermediate level training programme will be phased out by the end of the academic year 1975/76 and beginning in 1976/77 the existing two-year course at the secondary level will be extended over three years so that the first batch of graduates of three-year programme comes out at the completion of 1977/78.

It would be interesting to note from Statement 39 and 40 above that the annual production of teachers from institutes for men and women will become equal at 3.5 thousand by the end of the plan i.e. by the year 1979/80. The enrolment in the training institutes for women will however be larger by about 900 as compared to that in the institutes for men.

If the production level of the teacher training institutes as reached by the final year of the second plan is maintained during the subsequent five years viz from 1980 to 1985, it would be possible not only to meet the normal requirements of teachers for the expanding enrolments and for replacement arising out of retirement, death, leaving the profession for other reasons, but it would be also possible

to replace the foreign teachers whose number at present stood at 11,600 of which 4.1 thousand are women.

It would be seen from Statement 42 below that a complete replacement of foreign women teachers by the nationals will be possible by the 1980/81 i.e. the production of women teachers during the second five year plan would be sufficient enough to achieve complete Saudization of teaching staff in the elementary schools for girls by the year immediately following the completion of the second plan. Not only this, it is expected that there will be a surplus of trained Saudi women teachers starting from the year 1980/81 onwards.

The replacement of non-Saudi men teachers in elementary schools by the nationals will however take longer in view of the larger number of non-Saudi teachers in boys schools and also because the average pupil-teacher ratio is lower in boys schools in comparison with the girls schools.

Statement 42 : Saudi and non-Saudi teachers in the elementary schools, 1974/75 - 1984/85

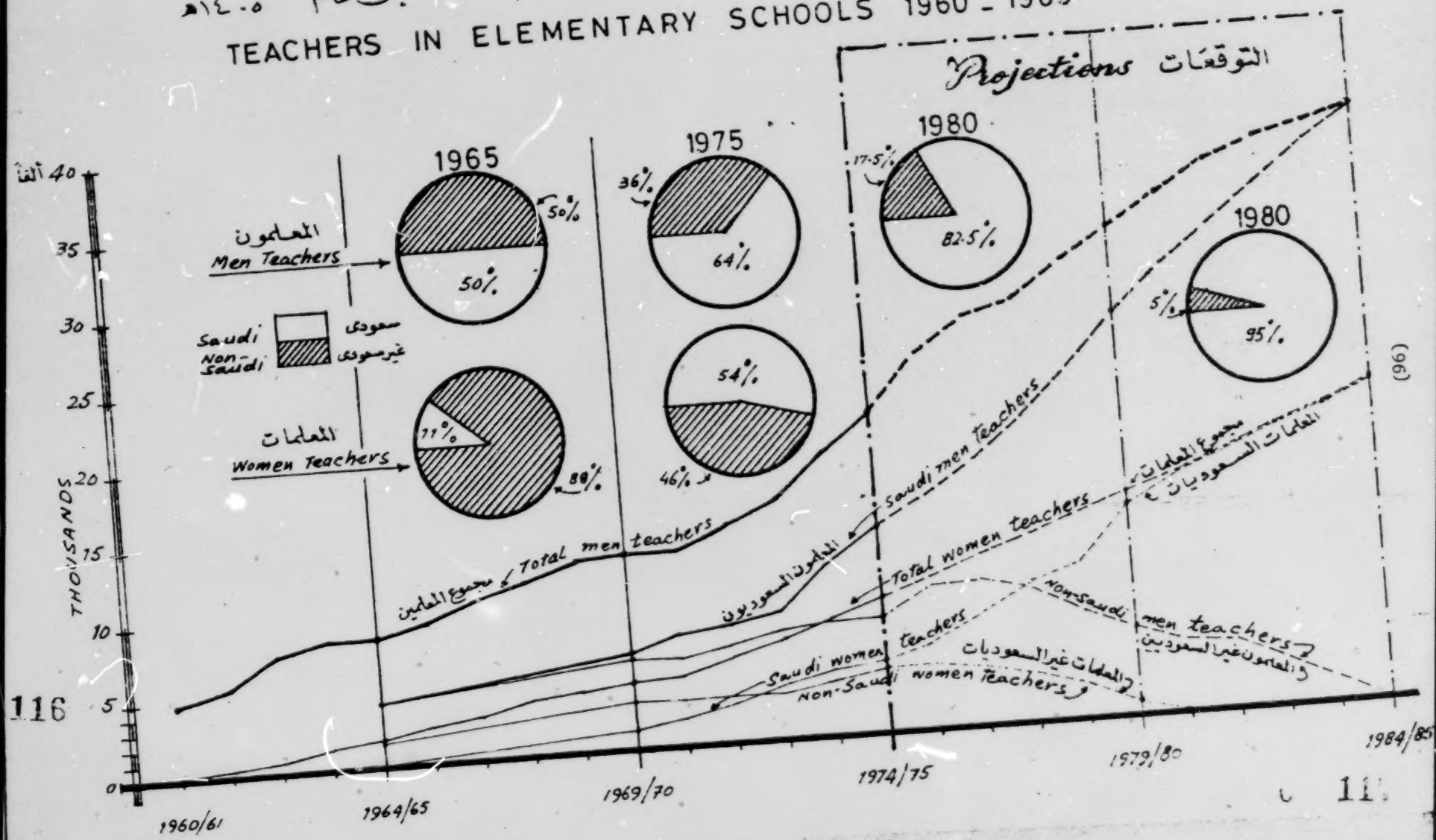
(Thousands)

Year	Men teachers			Women teachers		
	Total	Saudi	Non-Saudi	Total	Saudi	Non-Saudi
1974/75	20.9	13.4	7.5	8.9	4.8	4.1
1979/80	32.0	26.4	5.6	14.7	13.9	0.8
1984/85	38.6	38.6	-	20.8	20.8	-

It may however be pointed out that a complete replacement of non-Saudi teachers by the nationals will be possible only if it is assured that all the graduates from the training institutes join the profession and further that the normal replacement due to retirement, leaving the job for other reasons, does not exceed 3 per cent of the stock of men teachers and 5 per cent of women teachers in a year.

المعلمون والمعلمات في المرحلة الابتدائية من عام ١٣٨٠هـ إلى عام ١٤٠٥هـ

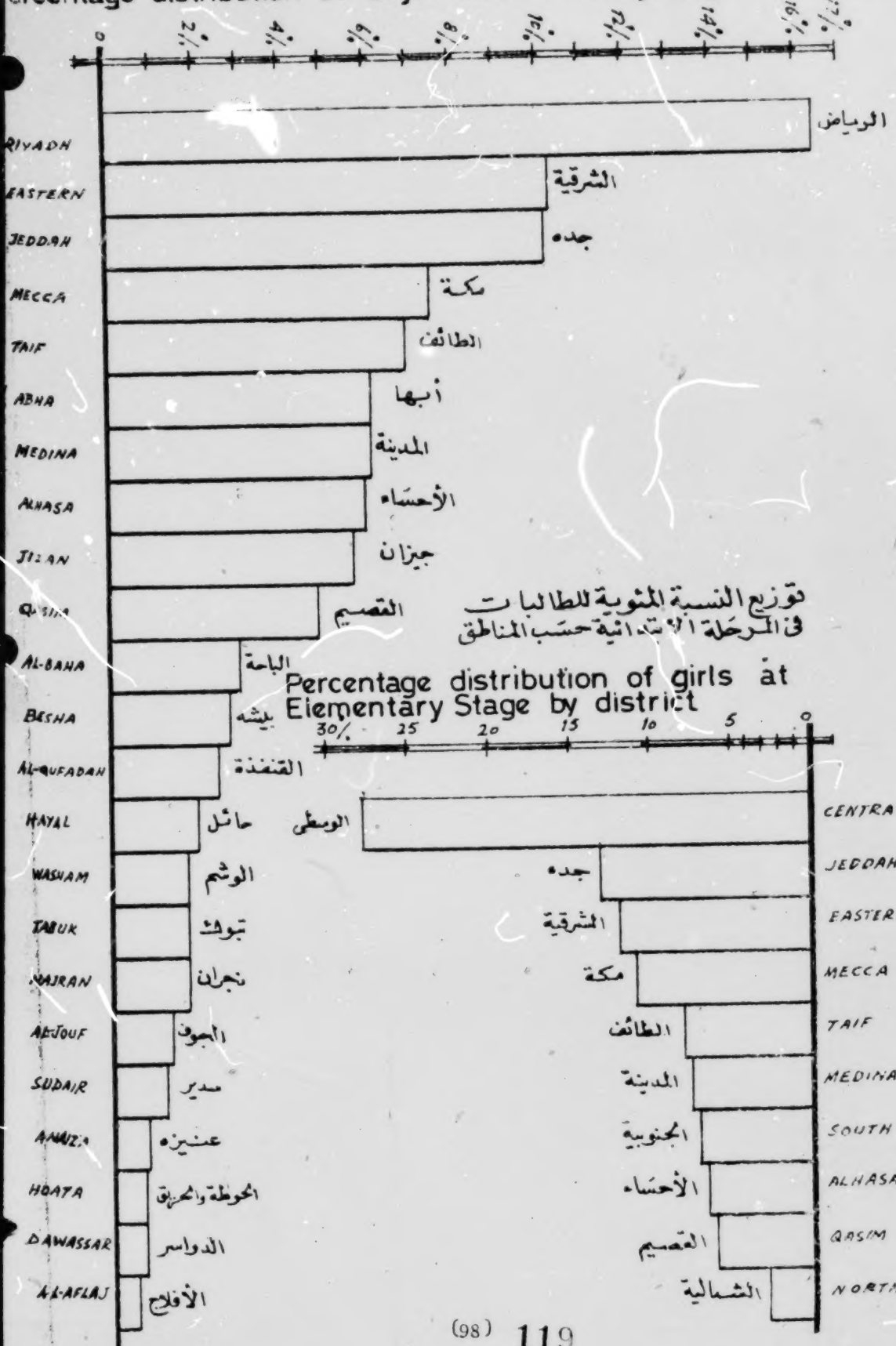
TEACHERS IN ELEMENTARY SCHOOLS 1960 - 1985



Even with these rates of replacement it is estimated that 2,600 additional men teachers and 2,000 additional women teachers will be needed during the second five year plan in order to make good for the loss arising out of the normal replacement of teachers. During the subsequent five-year period, 1980 to 1985, the number of additional teachers required for normal replacement will rise to 4,800 men teachers and 4,300 women teachers. These are indeed large numbers and it may be hoped that these may at worst be considered as the upper limits for losses. If losses exceed these ratios, it is feared the Saudization of elementary school teachers will take a much longer time, going beyond the span of the third five year development plan. This fear is genuine particularly in the case of Saudi women teachers in whose case as many as 7,000 trained graduates or 60 per cent of the total production of graduates during the 10-year period 1964-1974 remains unaccounted for.

توزيع النسبة المئوية للطلاب فى المرحلة الابتدائية حسب المناطق

Percentage distribution of boys at Elementary Stage by district



توزيع النسبة المئوية للطالبات فى المرحلة الابتدائية حسب المناطق

Percentage distribution of girls at Elementary Stage by district

APPENDIX مرفـــــق

STATISTICS احصائيـــات

- Summery Tables خلاصـــــــات
- Pupils الطلبـــــــة
- Teachers & Teacher Training المعلمون والمعلمـــات واعدادهـــــم
- Education in districts تعليم في المناطـــق
- Projections التوقعـــــات

(1975 - 1985) (١٣٩٥ - ١٤٠٥)

SUMMARY TABLES خلاصـــــات

- Schools المـــــدارس
- Classes الفصـــــول
- Pupils الطلبـــــة
- Teachers المعلمون والمعلمات
- Buildings الابنيـــــة
- Classrooms حجرات التدريـــس

خلاصـــــــة :

جدول ١- خلاصة احصائية للتعليم الابتدائي حسب السلطة المشرفة والجنس ١٣٨٥/٨٤هـ و ١٣٩٠/٨٩هـ و ١٣٩٥/٩٤هـ

Summary :

Table I - Summary statistics of elementary education by Controlling authority and sex, 1964/65, 1969/70 & 1974/75

Year	وزارة المعارف Ministry of Education	رئاسة تعليم البنات Girls Edu. Admin.	وزارة الدفاع Ministry of Defence		التعليم الاهلي Private Education		السنة
	Boys	Girls	Boys	Girls	Boys	Girls	
			Schools المدارس				
1964/65	1,082	135	4	1	33	24	1384/85
1969/70	1,383	347	4	1	59	30	1389/90
1974/75	2,066	839	5	3	75	39	1394/95
			Classes الفصول				
1964/65	7,374	1,274	30	12	167	166	1384/85
1969/70	10,972	3,329	44	17	318	184	1389/90
1974/75	16,887	6,963	45	31	536	275	1394/95
			Pupils الطلبة				
1964/65	174,514	40,896	535	337	4,226	3,910	1384/85
1969/70	267,529	114,775	1,328	538	8,507	4,476	1389/90
1974/75	391,677	215,454	1,440	989	18,077	6,861	1394/95
			Teachers المعلمون والمعلمات				
1964/65	7,802	1,487	36	17	384	259	1384/85
1969/70	12,157	3,951	70	24	624	355	1389/90
1974/75	20,454	8,468	67	45	371	351	1394/95
			Administrative Staff الاداريون والاداريات				
1964/65	1,967	305	..	..	93	44	1384/85
1969/70	2,759	858	10	3	154	93	1389/90
1974/75	2,600	1,789	16	18	95	99	1394/95

خلاصـــــــة :

جدول ٢ - عدد المدارس الابتدائية وفصولها من ١٣٨١/٨٠هـ الـــى ١٣٩٥/٩٤هـ

Summary:

Table - 2 Number of elementary schools and classes, 1960/61 to 1974/75.

Year	Schools المـــدارس			Classes الفصـــول			السنـــة
	مجمـوع Total	بنـون Boys	بنـات Girls	مجمـوع Total	بنـون Boys	بنـات Girls	
1960/61	760	712	48	4,719	4,406	313	1380/81
1961/62	896	834	62	5,368	4,912	456	1381/82
1962/63	1,025	938	87	6,687	5,991	696	1382/83
1963/64	1,173	1,024	149	7,819	6,668	1,151	1383/84
1964/65	1,279	1,119	160	9,023	7,571	1,452	1394/85
1965/66	1,362	1,157	205	10,180	8,321	1,859	1385/86
1966/67	1,451	1,218	233	11,501	9,252	2,249	1386/87
1967/68	1,544	1,278	266	12,707	10,034	2,673	1387/88
1968/69	1,687	1,366	321	13,976	10,855	3,121	1388/89
1969/70	1,824	1,446	378	14,864	11,334	3,530	1389/90
1970/71	1,908	1,518	390	15,926	12,065	3,861	1390/91
1971/72	2,154	1,666	488	17,606	13,058	4,548	1391/92
1972/73	2,467	1,880	587	19,722	14,418	5,304	1392/93
1973/74	2,711	1,990	721	22,229	16,051	6,178	1393/94
1974/75	3,028	2,147	881	24,741	17,472	7,269	1394/95

خلاصـــــــة :

جدول ٣ - عدد الطلبة والمعلمون والمعلمات فى المرحلة الابتدائية حسب الجنس من ١٣٨١/٨٠ الى ١٣٩٥/٩٤هـ

Summary:

Table 3 - Number of pupils and teachers at the elementary stage by sex, 1960/61 to 1974/75.

السنة	المعلمون والمعلمات Teachers			الطلبة Pupils		
	اناث Women	ذكور Men	مجموع Total	اناث Girls	ذكور Boys	مجموع Total
1380/81	113	4,940	5,053	10,836	104,203	115,039
1381/82	283	6,513	6,796	16,139	122,905	139,044
1382/83	597	7,568	8,165	27,588	139,328	166,916
1383/84	1,381	8,301	9,682	35,866	156,780	192,646
1384/85	1,763	8,222	9,985	45,143	179,335	224,478
1385/86	2,276	9,172	11,448	57,013	198,662	255,675
1386/87	2,708	10,456	13,164	72,584	217,841	290,425
1387/88	3,452	11,394	14,846	86,698	242,499	329,197
1388/89	3,920	12,624	16,544	102,719	261,221	363,940
1389/90	4,330	12,851	17,181	119,789	277,364	397,153
1390/91	4,716	12,719	17,435	132,277	295,520	427,797
1391/92	5,466	14,111	19,577	153,964	321,043	475,007
1392/93	6,467	15,663	22,130	174,194	346,928	521,122
1393/94	7,653	18,731	26,384	197,448	380,286	577,734
1394/95	8,864	20,892	29,756	223,304	411,194	634,498

خلاصـــــة :

جدول ٤ - الابنية المدرسية الابتدائية التابعة لوزارة المعارف من ١٣٨٦/٨٥هـ الى ١٣٩٥/٩٤هـ

Summary:

Table 4 - Buildings of elementary schools under the Ministry of Education from 1965/66 to 1974/75.

Year	المجموع Total	حكومـــى Government	مستأجر Rented	شبـــه Endow-ment	مستعـــار Loaned to School	السنـــة
1965/66	1,144	222	865	13	14	1385/86
1966/67	1,159	243	885	31	-	1386/87
1967/68	1,207	259	908	38	2	1387/88
1968/69	1,296	287	954	34	21	1388/89
1969/70	1,347	291	1,004	44	8	1389/90
1970/71	1,402	317	1,037	20	28	1390/91
1971/72	1,576	339	1,153	28	56	1391/92
1972/73	1,783	349	1,373	24	37	1392/93
1973/74	1,891	382	1,466	24	19	1393/94
1974/75	2,046	411	1,594	25	16	1394/95

الابنية حسب النوع البناء في العام ١٣٩١/٨٩هـ و ١٣٩٥/٩٤هـ
Buildings by type of construction in 1969/70 & 1974/75

	المجموع Total	مسلـــح Concrete	حجـــر Stone	طيـــن Mud	اخـــرى Other	
1969/70	1347	447	283	549	68	1389/90
1974/75	2046	876	477	536	157	1394/95

عدد المدارس الغير صالحة عام ٩٥/٩٤ هـ كان ٦٩٩ مدرســـــة .

Number of buildings reported unfit for use in 1974/75 was 699.

خلاصـــــه :

جدول ٥ - مجموع الحجرات - حجرات التدريس في المدارس الابتدائية التابعة لوزارة المعارف

من ١٣٨٥هـ الـــى ٩٤/١٣٩٥هـ

Summary :

Table 5 - Total number of rooms and classrooms in the boys elementary schools under Ministry of Education from 1965/66 to 1974/75

السنة	مجموع الحجرات All rooms		حجرات التدريس Classrooms		حجرات اخرى Other rooms		السنة
	مجموع Total	غير صالحة of which unfit	مجموع Total	غير صالحة of which unfit	مجموع Total	غير صالحة of which unfit	
1965/66	12,487	...	7,892	1,476	4,595	...	1385/86
1966/67	13,607	2,352	8,564	1,548	5,043	804	1386/87
1967/68	14,391	2,480	9,260	1,608	5,131	872	1387/88
1968/69	15,630	2,405	9,892	1,511	5,738	894	1388/89
1969/70	16,776	2,372	10,235	1,403	6,541	969	1389/90
1970/71	17,622	2,294	10,691	1,278	6,931	1,016	1390/91
1971/72	19,255	2,317	11,773	1,364	7,482	953	1391/92
1972/73	21,847	2,733	12,979	1,541	8,868	1,192	1392/93
1973/74	23,591	...	14,854	...	8,737	...	1393/94
1974/75	26,042	...	16,327	...	9,715	...	1394/95

PUPILS	الطلبـــــــة
- By grade	حسب الصـــف
- By age	حسب العمـــر
- Promotees	مرفعيـــــن
- Repeaters	راسبيـــــن
- Graduates	خريجـــــون

جدول ٦ - عدد الطلبة في المرحلة الابتدائية حسب الصف من ١٣٨٧/٨٦هـ الى ١٣٩٥/٩٤هـ

Table 6 - Number of pupils at the elementary stage by grade, 1966/67 to 1974/75

Year	Number of Pupils by grade						السنة
	I	II	III	IV	V	VI	
	Boys (,000)			بنون (آلاف)			
1966/67	59.8	41.7	34.9	32.6	26.9	22.0	1386/87
1967/68	66.9	47.5	39.0	36.5	29.4	23.1	1387/88
1968/69	66.5	51.2	43.2	40.4	32.1	27.8	1388/89
1969/70	66.3	52.0	48.4	46.0	34.5	30.2	1389/90
1970/71	70.8	53.2	50.0	51.2	38.4	32.0	1390/91
1971/72	78.5	57.9	53.2	55.0	42.0	34.4	1391/92
1972/73	84.7	65.6	57.1	58.4	44.3	36.8	1392/93
1973/74	89.9	71.1	64.5	64.4	48.4	41.9	1393/94
1974/75	97.4	76.8	69.9	70.7	53.1	43.3	1394/95
	Girls			بنات (آلاف)			
1966/67	25.7	17.1	11.5	9.6	5.6	3.1	1386/87
1967/68	26.4	21.5	14.6	11.2	8.3	4.7	1387/88
1968/69	30.5	23.6	18.6	13.7	9.6	6.7	1388/89
1969/70	32.7	27.5	21.8	18.2	11.7	7.9	1389/90
1970/71	32.4	29.4	24.8	21.3	14.9	9.5	.390/91
1971/72	40.5	29.9	27.7	21.2	17.9	12.8	1391/92
1972/73	44.6	36.2	28.7	28.5	20.8	15.3	1392/93
1973/74	49.2	40.3	34.7	30.3	24.8	18.2	1393/94
1974/75	54.8	44.9	39.3	36.1	26.7	21.4	1394/95

جدول ٧ - عدد الطلاب في المرحلة الابتدائية حسب العمر والصف

عام ١٣٩٥/٩٤هـ

Table 7 - Number of Boy pupils at the elementary stage by age and grade, 1974/75

العمر / الصف Age / Grade	المجموع Total	الصف الاول I	الصف الثاني II	الصف الثالث III	الصف الرابع IV	الصف الخامس V	الصف السادس VI
Total	402,518 (8,676)*	95,646 (1,725)	75,551 (1,278)	68,660 (1,251)	69,521 (1,157)	51,921 (1,177)	41,219 (2,088)
Below 7	50,649	49,089	1,535	25	-	-	-
7 +	56,151	25,909	28,938	1,271	33	-	-
8 +	55,582	11,470	21,714	21,324	1,053	21	-
9 +	55,206	4,695	12,102	19,311	18,027	1,020	51
10 +	51,447	2,032	5,757	12,114	18,042	12,634	868
11 +	44,458	991	2,733	6,786	12,721	12,695	8,532
12 +	34,350	635	1,450	3,988	8,904	9,593	9,780
13 +	22,758	371	656	2,003	5,168	6,851	7,709
14 +	14,850	205	356	1,028	2,981	4,360	5,920
15 +	8,914	118	165	495	1,511	2,586	4,039
16 +	4,392	51	74	179	641	1,260	2,187
17 & Over	3,761	80	71	136	440	901	2,133

* ٨٦٧٦ طالبا مسجلون في المدارس الليلية لم يتم ادراجهم في هذا الجدول

*8,676 students enrolled in night schools have not been included in the above data.

جدول ٨ - عدد الطالبات فى المرحلة الابتدائية حسب العمر والصفـــــوف

عام ١٣٩٥/٩٤هـ

Table 8 - Number of Girls pupils at the elementary stage by age and grade, 1974/75

العمر / الصف Age / Grade	المجموع Total	الصف الاول I	الصف الثانى II	الصف الثالث III	الصف الرابع IV	الصف الخامس V	الصف السادس VI
Total	223,255 (49)*	54,819 (-)	44,949 (12)	39,265 (12)	36,056 (14)	26,727 (-)	21,439 (11)
Below 7	17,064	16,285	758	21	-	-	-
7 +	25,111	15,906	8,603	586	14	2	-
8 +	28,432	9,308	12,212	6,397	484	31	-
9 +	29,384	5,198	8,895	9,710	5,124	436	21
10 +	28,360	3,069	5,815	8,118	7,671	3,347	340
11 +	25,409	1,823	3,258	5,373	7,202	5,300	2,453
12 +	22,395	1,295	2,218	3,814	5,734	5,188	4,146
13 +	16,927	732	1,296	2,309	3,973	4,384	4,233
14 +	12,173	427	815	1,379	2,427	3,356	3,769
15 +	7,887	298	456	708	1,555	2,174	2,696
16 +	4,487	190	253	373	826	1,177	1,568
17 & Over	5,626	288	370	477	1,046	1.332	2,113

* ٤٩ طالبة مسجلات فى المدارس الليلية لم يتم ادراجهن فى هذا الجدول .

* 49 Pupils shown in brackets enrolled in night schools have not been included in the above data.

جدول ٩ - عدد المرفعين والراسبين فى المرحلة الابتدائية حسب الصفوف ١٣٨٩/٨٨هـ

الـــى ١٣٩٥/٩٤هـ

*Table 9 - Number of promotees & repeaters by grade at elementary stage, 1969/70 to 1974/75 (Boys)

Year & Case	الصف ١	الصف ٢	الصف ٣	الصف ٤	الصف ٥	الصف ٦	السنة وحالة القيد
	I**	II	III	IV	V	VI	
1968/69	64,256	49,693	41,957	39,062	31,097	26,142	1388/89
1969/70	63,981	50,241	46,929	34,677	33,285	28,416	1389/90
Promotees	43,907	39,442	37,103	31,376	23,905	19,917	مرفعين
Repeaters	20,074	10,799	9,826	13,301	9,380	8,499	راسبين
1970/71	68,406	51,256	48,340	49,712	36,982	29,916	1390/91
Promotees	48,770	40,106	37,675	35,190	28,159	22,722	مرفعين
Repeaters	19,636	11,150	10,665	14,522	8,823	7,194	راسبين
1971/72	75,683	55,730	51,337	53,203	40,487	32,158	1391/92
Promotees	58,221	45,877	40,810	37,199	31,156	25,586	مرفعين
Repeaters	17,462	9,853	10,527	16,004	9,331	6,572	راسبين
1972/73	81,134	62,787	54,207	56,008	42,201	34,123	1392/93
Promotees	62,893	52,217	44,055	39,490	32,970	27,986	مرفعين
Repeaters	18,241	10,570	10,647	16,518	9,231	6,137	راسبين
1973/74	86,294	68,214	61,943	61,917	46,185	38,705	1393/94
Promotees	67,109	57,585	51,928	44,939	36,953	31,485	مرفعين
Repeaters	19,185	10,629	10,015	16,978	9,232	7,220	راسبين
1974/75	93,087	73,453	66,807	67,802	50,573	39,955	1394/95
Promotees	74,707	62,637	56,267	50,791	42,175	35,606	مرفعين
Repeaters	18,380	1o,816	10,540	17,011	8,398	4,349	راسبين

* هذه البيانات خاصة بالمدارس التابعة لوزارة المعارف

** فى الصف الاول كلمة "مرفعين" تعنى "مستجدين"

* Data pertain to schools under the Ministry of Education only.

** In grade I, the promotees mean new entrants.

جدول ١٠ - عدد المرفعات والراسبات فى المرحلة الابتدائية حسب الصفوف ١٣٩٠/٨٩هـ

الـــى ١٣٩٥/٩٤هـ

Table 10 - Number of promotees and repeaters by grade at elementary stage (Girls), 1969/70 to 1974/75

Year & Case	الصف ١ I*	الصف ٢ II	الصف ٣ III	الصف ٤ IV	الصف ٥ V	الصف ٦ VI	السنة وحالة القيد
1969/70	32,712	27,497	21,809	18,218	11,700	7,853	1389/90
Promotees	...	...	...	...	...	...	مرفعات
Repeaters	...	...	...	...	...	...	راسبات
1970/71	32,423	29,378	24,842	21,255	14,865	9,514	1390/91
Promotees	...	...	...	...	...	...	مرفعات
Repeaters	...	...	...	...	...	...	راسبات
1971/72	40,310	29,763	27,495	24,975	17,700	12,690	1391/92**
Promotees	33,696	24,312	23,223	19,976	15,130	11,549	مرفعات
Repeaters	6,614	5,451	4,272	4,999	2,570	1,141	راسبات
1972/73	44,624	36,329	28,724	28,467	20,820	15,330	1392/93
Promotees	37,415	31,372	24,220	22,460	17,779	13,955	مرفعات
Repeaters	7,209	4,957	4,504	6,007	3,041	1,375	راسبات
1973/74	49,177	40,335	34,677	30,294	24,768	18,197	1393/94
Promotees	42,055	35,391	30,882	24,728	21,702	17,144	مرفعات
Repeaters	7,122	4,944	3,795	5,566	3,066	1,053	راسبات
1974/75	54,819	44,961	39,277	36,070	26,727	21,450	1394/95
Promotees	47,701	40,113	35,136	30,154	23,418	20,571	مرفعات
Repeaters	7,118	4,848	4,141	5,916	3,309	879	راسبات

* فى الصف الاول كلمة مرفعات تعنى " مستجدات "

** مدرستان تحت اشراف وزارة الدفاع تحتوى على ١٠٣١ طالبة فى عام ١٣٩٢/٩١هـ

* In grade I promotees indicate new entrants.

** Two schools under Ministry of Defence with 1031 pupils not included in 1971/72.

جدول ١١ - النسبة المئوية للترفيع والرسوب والتسرب بين طلاب المرحلة الابتدائية حسب الصفوف

من ١٣٨٨/٨٩ الى ١٣٩٤/٩٣هـ

Table II - Promotion, repetition, drop-out rates at elementary level (Boys) 1968 - 1974.

Year	النسبة المئوية Rate (%)	الصف ١ I	الصف ٢ II	الصف ٣ III	الصف ٤ IV	الصف ٥ V	الصف ٦ VI	السنة
1968/69	ترفيع Promotion	61.38	74.66	74.78	61.19	64.04	58.76	1388/89
	رسوب Repetition	31.24	21.73	23.41	34.05	31.16	32.51	
	تسرب Drop-out	7.38	3.61	1.81	4.76	4.80	8.73	
1969/70	ترفيع Promotion	62.68	74.98	74.98	63.03	68.26	72.13	1389/90
	رسوب Repetition	30.69	22.19	22.72	32.50	26.50	25.31	
	تسرب Drop-out	6.63	2.83	2.30	4.47	5.24	2.56	
1970/71	ترفيع Promotion	67.06	78.39	76.95	62.67	69.18	68.33	1390/91
	رسوب Repetition	25.52	19.22	21.77	32.19	25.23	21.96	
	تسرب Drop-out	7.42	2.39	1.28	5.14	5.59	9.71	
1971/72	ترفيع Promotion	68.99	79.05	76.92	61.97	69.12	70.57	1391/92
	رسوب Repetition	24.10	18.96	20.73	31.04	22.79	19.08	
	تسرب Drop-out	6.91	1.99	2.35	6.99	8.09	10.35	
1972/73	ترفيع Promotion	70.97	82.70	80.15*	65.97	74.60	69.73	1392/93
	رسوب Repetition	23.64	16.92	18.30	30.31	21.87	21.15	
	تسرب Drop-out	5.39	0.38	1.55*	3.72	3.53	9.12	
1973/74	ترفيع Promotion	72.58	82.48	81.99	68.11	77.09	83.48	1393/94
	رسوب Repetition	21.29	15.85	17.01	27.47	18.18	11.23	
	تسرب Drop-out	6.13	1.67	1.00	4.42	4.73	5.29	

* صحيح

جدول ١٢ - النسبة المئوية للترفيع والرسوب والتسرب بين طالبات المرحلة الابتدائية حسب الص

من ١٣٨٩/٨٨هـ الى ١٣٩٥/٩٤هـ

Table 12 - Promotion, repetition, drop-out rates by grade at elementary level (Girls) 1970/71 to 1973/74.

Year	النسبة المئوية Rate (%)	الصف ١ I	الصف ٢ II	الصف ٣ III	الصف ٤ IV	الصف ٥ V	الصف ٦ VI	السنة
1970/71	ترفيع Promotion	74.98	79.04	80.41	71.18	77.69	85.26	1390/91
	رسوب Repetition	20.39	18.55	17.19	23.51	17.28	11.99	
	تسرب Drop-out	4.63	2.41	2.40	5.31	5.03	2.75	
1971/72	ترفيع Promotion	77.82	81.30	81.68	71.18	78.84	85.27	1391/92
	رسوب Repetition	17.88	14.63	16.38	24.05	17.18	10.83	
	تسرب Drop-out	4.30	4.00	1.94	4.77	3.98	3.90	
1972/73	ترفيع Promotion	79.30	85.24	86.08	76.23	82.34	91.60	1392/93
	رسوب Repetition	15.96	13.64	13.21	19.55	14.72	6.86	
	تسرب Drop-out	4.74	1.12	0.71	4.22	2.94	1.53	
1973/74	ترفيع Promotion	81.56	87.11	86.95	77.30	83.05	94.50	1393/94
	رسوب Repetition	14.47	12.01	11.94	19.52	13.35	4.83	
	تسرب Drop-out	3.97	0.88	1.11	3.18	3.60	0.67	

جدول ١٣ - عدد الطلبة السعوديين وغير السعوديين في المرحلة الابتدائية لعامي

١٣٩٠/٨٩هـ و ١٣٩٥/٩٤هـ

Table 13 - Number of Saudi & non-Saudi pupils at elementary stage in 1969/70 and 1974/75.

Sex & Year	المجموع Total	سعودي Saudi	غير سعودي			الجنس والسنة
			جملة Total	عرب Arab	غير عرب Non-Arab	
Male & Female						ذكور واناث
1969/70	397,153	371,031	26,122	23,219	2,903	1389/90
1974/75	634,498	570,651	63,847	57,880	5,967	1394/95
Male						ذكور
1969/70	277,364	260,992	16,372	14,584	1,788	1389/90
1974/75	411,194	372,175	39,019	35,312	3,707	1394/95
Female						اناث
1969/70	119,789	110,039	9,750	8,635	1,115	1389/90
1974/75	223,304	198,476	24,828	22,568	2,260	1394/95

جدول ١٤ - نتائج امتحان الشهادة الابتدائية من

١٣٨١/٨٠هـ الى ١٣٩٥/٩٤هـ

Table 14 - Results of Elementary certificate examination from 1960/61 to 1974/75.

(Thousands)

Year	Appeared المشتركون			Passed الناجحون			السنة
	مجموع Total	بنون Boys	بنات Girls	مجموع Total	بنون Boys	بنات Girls	
1960/61	11.0	11.0	...	8.0	8.0	...	1380/81
1961/62	13.9	13.5	0.4	11.0	10.6	0.4	1381/82
1962/63	15.8	15.1	0.7	12.2	11.5	0.7	1382/83
1963/64	17.7	16.6	1.1	12.7	11.6	1.1	1383/84
1964/65	21.3	19.6	1.7	13.6	12.0	1.6	1384/85
1965/66	26.2	23.7	2.5	15.3	13.2	2.1	1385/86
1966/67	32.1	28.8	3.3	23.1	20.1	3.0	1386/87
1967/68	31.5	26.8	4.7	19.3	14.8	4.5	1387/88
1968/69	37.3	30.8	6.5	23.7	18.1	5.6	1388/89
1969/70	38.3	30.5	7.8	29.1	22.0	7.1	1389/90
1970/71	45.5	36.0	9.5	32.7	24.6	8.1	1390/91
1971/72	51.3	38.4	12.9	38.1	27.1	11.0	1391/92
1972/73	56.8	41.3	15.5	43.0	28.8	14.2	1392/93
1973/74	63.6	45.4	18.2	55.1	37.9	17.2	1393/94
1974/75	70.4	49.3	21.1	59.1	39.6	19.5	1394/95

TEACHERS & TEACHER TRAINING — المعلمون والمعلمات وأعدادهـــــم

- Stock of teachers & Administrators — عدد المعلمون والمعلمات والاداريون والاداريـــات
- Production of teachers — اعداد المعلمين والمعلمات

جدول ١٥ - المعلمون والمعلمات والاداريون والاداريات السعوديين وغير السعوديين حسب الجنس

من ١٣٨٥/٨٤هـ الى ١٣٩٥/٩٤هـ

Table 15 - Number of Saudi and Non-Saudi teachers and administrative staff by sex from 1964/65 to 1974/75.

Year	Sex الجنس	Teachers المعلمون والمعلمات			Administrative Staff الاداريون والاداريات			السنة
		Total المجموع	Saudi سعودي	Non-Saudi غير سعودي	Total المجموع	Saudi سعودي	Non-Saudi غير سعودي	
1964/65	Male ذكور	8,186	4,058	4,128	2,060	1,956	104	1384/85
	Female اناث	1,746	192	1,554	349	133	216	
1969/70	Male ذكور	12,851	6,907	5,944	2,959	2,798	161	
	Female اناث	4,330	1,148	3,182	954	471	483	
1970/71	Male ذكور	12,719	7,204	5,515	2,911	2,803	108	
	Female اناث	4,716	1,723	2,984	1,044	611	433	
1971/72	Male ذكور	14,111	7,564	6,547	3,123	3,014	109	
	Female اناث	5,466	2,515	2,951	1,281	828	453	
1972/73	Male ذكور	15,663	8,435	7,228	3,366	3,215	151	
	Female اناث	6,467	3,490	2,977	1,563	1,044	519	
1973/74	Male ذكور	18,731	11,295	7,436	2,533	2,420	113	
	Female اناث	7,653	4,207	3,446	1,751	1,191	560	
1974/75	Male ذكور	20,892	13,367	7,525	2,711*	2,959	150	
	Female اناث	8,864	4,780	4,084	1,894	1,367	527	

يشتمل على المعلمين المتفرغين فقط

Only full time teachers have been included.

جدول ١٦ - خلاصه احصائية لمعاهد اعداد المعلمين والمعلمات للمرحلة الابتدائيه

من ١٣٩٠/٨٩ هـ الى ١٣٩٥/٩٤هـ

Table 16 - Summary statistics of teacher training institutes for elementary schools 1969/70 to 1974/75.

Year	المدارس Schools	الفصول Classes	الطلبة Students	المعلمون والمعلمات Teachers	الاداريون الاداريات Admin.	المتخرجون المتخرجات Graduates	السنة
	TOTAL (MALE & FEMALE)						المجموع (ذكور واناث)
1969/70	48	355	10,812	626	201	2,217	1389/90
1970/71	55	438	13,687	847	237	3,121	1390/91
1971/72	63	485	14,453	949	240	4,630	1391/92
1972/73	72	487	14,332	951	292	5,250	1392/93
1973/74	66	470	13,932	953	257	4,735	1393/94
1974/75	76	494	14,674	1070	300	4,928	1394/95
	MALES						ذكـــــور
1969/70	13	146	4,320	368	135	1.068	1389/90
1970/71	17	217	6,691	430	142	1,342	1390/91
1971/72	18	266	7,730	594	168	1,930	1391/92
1972/73	18	285	8,474	620	192	3,009	1392/93
1973/74	19	298	9.005	668	185	2,477	1393/94
1974/75	27	362	10,834	818	211	2,845	1394/95
	FEMALES						انـــــاث
1969/70	35	209	6,492	258	66	1,149	1389/90
1970/71	38	221	6,996	417	95	1,779	1390/91
1971/72	45	219	6,723	355	72	2,700	1391/92
1972/73	54	202	5,858	331	100	2,241	1392/93
1973/74	47	172	4,927	285	72	2,258	1393/94
1974/75	49	132	3,840	252	89	2,083	1394/95

جدول ١٧ - اعداد المعلمون والمعلمات للمدارس الابتدائية : المقبولون سنويا واجمالى التسجيل

من ١٣٩٠/٨٩هـ الى ١٣٩٥/٩٤هـ

Table 17 - Elementary teacher training : Annual in-take and total enrolment, 1969/70 to 1974/75

Year	اعداد المعلمين والمعلمات Teacher Training		تربية رياضية Phys.Edu.	تربية فنية Fine Arts	المجموع Total		السنه
	ذكور Male	اناث Female	ذكور Male	اناث Female	ذكور Male	اناث Female	
	ANNUAL INTAKE			المقبولين سنويا			
1969/70	1,961	2,810	51	459	2,064	3,289	1389/90
1970/71	3,487	1,990	66	68	3,606	2,058	1390/91
1971/72	2,778	1,813	54	-	2,884	1,813	1391/92
1972/73	3,179	2,096	71	-	3,322	2,096	1392/93
1973/74	3,815	1,646	77	-	3,981	1,646	1393/94
1974/75	3,927	1,420	82	-	4,115	1,420	1394/95
	التسجيل الاجمالى فى جميع الصفوف TOTAL ENROLMENT IN ALL GRADES						
1969/70	4,044	5,701	130	146	4,320	6,492	1389/90
1970/71	6,381	6,286	160	150	6,691	6,996	1390/91
197-/72	7,412	6,180	164	154	7,730	6,723	1391/92
1972/73	8,111	5,629	185	178	8,474	5,858	1392/93
1973/74	8,590	4,927	200	215	9,005	4,927	1393/94
1974/75	9,661	3,840	228	261	10,150	3,840	1394/95

توزيع التسجيل حسب نوع المعاهد والمستوى

Break-up of intake / enrolment by type/level

Year	معاهد المعلمين Men training institute		معاهد المعلمات Women training institutes		السنة
	معاهد Institutes	مراكز دراسات Up grading	مرحلة ثانوية Sec. level	مرحلة متوسطه Inte. level	
	ANNUAL INTAKE		التسجيل السنوى		
1969/70	1,464	497	176	2,634	1389/90
1974/75	3,404	523	1,420	-	1394/95
	TOTAL ENROLMENT		التسجيل الكلى		
1969/70	3,131	913	221	5,480	1389/90
1974/75	8,629	1,032	2,875	965	1394/95

جدول ١٨ - اعداد المعلمين والمعلمات للمدارس الابتدائية : المستجدون والمعيدون حسب الصفوف والجنس من ١٣٩٢/٩١هـ الى ١٣٩٥/٩٤هـ

Table 18 - Elementary teacher training : New-entrants and repeaters by grade & sex, 1971/72 - 1974/75

Year	حالة القيد Case	الصف ١ Grade I	الصف ٢ Grade II	الصف ٣ Grade III	المجموع Total	السنة
		MALE ذكور				
1971/72	Total جملة	2276	2607	1538	6421	1391/92
1972/73	New المستجدون	2351	1691	2317	6359	1392/93
	Repeaters راسبون	327	256	174	757	
	Total جملة	2678	1947	2491	7116	
1973/74	New المستجدون	3058	2308	1866	7232	1393/94
	Repeaters راسبون	246	42	62	350	
	Total جملة	3304	2350	1928	7582	
1974/75	New مستجدون	3106	2851	2227	8184	1394/95
	Repeaters راسبون	298	115	32	445	
	Total جملة	3404	2966	2259	8629	
		FEMALE اناث				
1971/72	Total جملة	447	284	-	761	1391/92
1972/73	New المستجدات	1172	395	-	1567	1392/93
	Repeaters راسبات	37	71	-	108	
	Total جملة	1209	466	-	1675	
1973/74	New المستجدات	1394	1033	-	2427	1393/94
	Repeaters راسبات	126	37	-	163	
	Total جملة	1520	1070	-	2590	
1974/75	New المستجدات	1309	1358	-	2667	1394/95
	Repeaters راسبات	111	97	-	208	
	Total جملة	1420	1455	-	2875	

ملاحظة : المستجدون يشملون الجدد والمرفعون

Note: New students include new entrants as well promotees where applicable.

جدول ١٩ ـ اعداد المعلمين والمعلمات للمدارس الابتدائية : الخريجون حسب النوع والمرحلة
من عام ١٣٩٠/٨٩هـ الى ١٣٩٥/٩٤هـ

Table 19 - Elementary teacher training : Number of graduates by type & level 1969/70 to 1974/75

Year	اعداد المعلمين والمعلمات Teacher training		مراكز دراسات Up grading	تربية رياضية Phys. Edu.	تربية فنيـــة Fine Arts		السنـــة
	المرحلة الثانوية Sec. Level	المرحلة المتوسطة Int. Level	المرحلة الثانوية Sec. Level	المرحلة الثانوية Sec. Level	المرحلة ثانوية Sec. Level	المرحلة متوسطة Int. Level	
	TOTAL (MALE & FEMALE)				المجموع (ذكور واناث)		
1969/70	655	1,006	379	32	45	100	1389/90
1970/71	935	1,511	465	45	48	117	1390/91
1971/72	1,554	2,494	488	45	49	-	1391/92
1972/73	2,830	1,824	485	61	50	-	1392/93
1973/74	2,822	1,316	490	53	54	-	1393/94
1974/75	3,506	788	498	70	66	-	1394/95
	MALE			ذكـــور			
1969/70	612	-	379	32	45	-	1389/90
1970/71	784	-	465	45	48	-	1390/91
1971/72	1,348	-	488	45	49	-	1391/92
1972/73	2,413	-	485	61	50	-	1392/93
1973/74	1,880	-	490	53	54	-	1393/94
1974/75	2,211	-	498	70	66	-	1394/95
	FEMALE			انـــاث			
1969/70	43	1,006	-	-	-	100	1389/90
1970/71	151	1,511	-	-	-	117	1390/91
1971/72	206	2,494	-	-	-	-	1391/92
1972/73	417	1,824	-	-	-	-	1392/93
1973/74	942	1,316	-	-	-	-	1393/94
1974/75	1,295	788	-	-	-	-	1394/95

التعليم الابتدائى فى المناطق التعليمية

ELEMENTARY EDUCATION IN DISTRICTS

- Schools — المدارس
- Classes — الفصـــول
- Pupils — الطلبـــة
- Teachers — المعلمون والمعلمات

جدول ٢٠ ــ تطور التعليم الابتدائي للبنين حسب المناطق من ١٣٨٥هـ الى ١٣٩٥هـ
عدد المدارس والفصول والطلاب والمعلمات

Table 20 - Growth of Boys Elementary Education by region 1385 - 1395 : Number of schools, classes, pupils & teachers under Ministry of Education.

Region	المدارس Schools		الفصول Classes		الطلاب Pupils		المعلمون Teachers		المنطقة
	84/85	94/95	84/85	94/95	84/95	94/95	84/85	94/95	
Abha	106	191	555	1,218	12,070	24,059	613	1,466	أبهـــا
Ahsa(1)	...	87	...	932	...	23,441	...	1,207	الاحساء
Al-Aflag	18	22	85	134	1,261	2,012	77	147	الافلاج
Albaha	94	122	479	707	7,760	11,415	506	795	الباحـة
Besha(2)	...	93	...	574	...	10,851	...	668	بيشـــة
Jedda	54	127	487	1,285	15,152	39,877	535	1,613	جـــدة
Jizan	52	127	332	969	7,766	22,268	375	1,185	جيـزان
Hail	58	83	296	537	4,393	7,684	248	565	حائـل
Riyadh	102	213	933	2,378	27,056	64,115	1,055	2,882	الرياض
Suder	35	50	203	295	3,024	4,616	212	345	سديـر
Eastern	121	133	1,117	1,495	31,554	40,296	1,205	1,788	الشرقية
Taif	77	166	507	1,222	11,186	27,050	521	1,392	الطائف
Qasim	83	152	512	1,045	9,563	18,711	509	1,276	القصيم
Qonfudah	53	79	272	476	4,268	9,845	271	629	القنفذة
Medina	82	108	580	932	15,383	23,724	649	1,163	المدينة
Mecca	52	87	560	1,079	16,197	29,208	589	1,449	مكـــة
Washem	44	75	206	444	3,082	6,501	177	455	الوشـم
Tabok(3)	...	34	...	271	...	6,679	...	312	تبـــوك
Aljouf(4)	...	30	...	241	...	5,207	...	278	الجـوف
Hota-Hariq	16	19	93	133	1,644	2,309	102	178	الحوطة والحريق
Al-Dawaser	13	18	66	119	1,235	2,267	62	144	الدواسر
Uneza	12	13	89	133	1,965	3,037	97	172	عنيـزة
Najran(5)	...	38	...	272	...	6,505	...	345	نجـران

... تعني بأن هذه المناطق كانت سابقا جزءا من مناطق اخرى

... Means that these regions formed part of other regions.

جدول ٢١ ــ تطور التعليم الابتدائي للبنات حسب المناطق من ١٣٨٨ الى ١٣٩٥هـ
عدد المدارس والفصول والطالبات والمعلمات

Table 21 - Growth of girls elementary education* by region, 1388 - 1395 : Number of schools, classes, pupils and teachers.

Region	Schools		Classes		Pupils				المنطقة
	88/89	94/95	88/89	94/95	88/89	94/95	88/89	94/95	
Central	108	244	987	2,021	31,770	58,451	1,208	2,552	الوسطى
Qaseem(I)	...	91	...	510	...	13,565	...	627	القصيم
Jedda	37	76	413	818	13,127	28,952	589	986	جـــدة
Mecca	32	71	354	749	13,189	24,384	466	903	مكـــة
Taif	23	74	287	538	9,112	17,754	344	611	الطائف
Medina	26	55	195	517	6,622	16,947	240	609	المدينة
Eastern	41	81	232	842	7,027	26,291	274	1,054	الشرقية
Ahsa	19	56	99	490	2,839	14,699	118	577	الاحساء
Southern	22	105	378	570	12,319	15,948	455	667	الجنوب
Northern	12	29	161	210	4,429	6,265	198	255	الشمالية

(١) كانت منطقة القصيم تشكل جزءا من المنطقة الوسطى عام ١٣٨٨/٨٩هـ

* تشتمل على بيانات المدارس الحكومية والاهلية .

(I) Qassem formed part of central region in 1388/89.

* Data of public and private schools included.

جدول ٢٢ ــ توزيع مدارس البنين الابتدائية فى المناطق التعليمية حسب عدد الطلاب

لعام ١٣٩٥/٩٤هـ

Table 22 - District-wise distribution of Boys elementary schools by size of enrolments, in 1974/75.

عدد الطلاب Number of Pupils	مجموع المدارس Total Number of Schools	توزيع المدارس حسب المناطق Distribution of Schools by district.										
		ابها Abha	الاحساء Al-Ahsa	الافلاج Al-Aflaj	الباحة Al-Baha	بيشة Bisha	جدة Jeddah	جيزان Jizan	حائل Hail	الرياض Riyadh	سدير Sudir	الشرقية Sharqia
1-50	354	23	15	8	25	10	14	3	34	33	21	17
51-75	297	44	3	4	27	13	19	12	20	10	6	6
76-100	251	39	1	4	27	20	5	19	14	12	5	8
101-150	328	41	5	1	28	29	15	33	4	15	5	3
151-200	186	16	7	3	9	9	15	26	2	16	7	4
201-300	221	16	16	2	5	10	12	20	3	24	6	29
301-400	158	7	24	-	-	1	6	6	2	35	-	26
401-500	106	1	9	-	1	-	7	5	3	28	-	20
501-600	76	2	4	-	-	-	7	1	-	19	-	13
Over 600	88	3	3	-	-	-	26	2	1	21	-	7
Total	2065*	191	87	22	122	92	126	127	83	213	50	133

* المدارس التابعة لوزارة المعارف فقط

* Schools under control of Ministry of Education only.

تابع جدول ٢٢ ــ توزيع مدارس البنين الابتدائية فى المناطق التعليمية حسب عدد الطلاب

لعام ١٣٩٥/٩٤هـ

Table 22 -(Contd.)District-wise distribution of Boys Elementary schools by size of enrolments, in 1974/75.

عدد الطلاب Number of Pupils	Distribution of schools by districts. توزيع المدارس حسب المناطق											
	الطائف Taif	القصيم Qasim	القنفذة Qonfuda	المدينة Medina	مكة Mecca	الوشم Al-Washem	تبوك Tabuk	الجوف Al-Jouf	الحوطة Al-Hota	الدواسر Al-Dawaser	عنيزة Uneza	نجران Nejran
1-50	27	50	5	12	4	29	10	5	2	2	1	4
51-75	40	24	16	18	10	12	4	3	3	-	-	3
76-100	19	21	16	4	10	9	3	3	3	3	1	5
101-150	32	18	23	19	11	14	2	4	5	9	3	9
151-200	16	13	10	8	3	5	2	2	4	3	1	5
201-300	7	12	8	14	7	6	3	9	2	1	3	6
301-400	7	6	1	14	8	-	4	3	-	-	3	5
401-500	4	4	-	8	10	-	4	1	-	-	-	1
501-600	4	4	-	10	10	-	1	-	-	-	1	-
Over 600	10	-	-	1	14	-	1	-	-	-	-	-
Total	166	152	79	108	87	75	34	30	19	18	13	38

جدول ٢٣ ــ توزيع مدارس البنات الابتدائية في المناطق التعليمية حسب عدد الطالبات

في عام ١٣٩٥/٩٤هـ

Table 23 - District-wise distribution of GIRLS elementary schools by size of enrolment in 1974/75.

عدد الطلاب Number of Pupils	مجموع المدارس Total number of schools	توزيع المدارس حسب المناطق Distribution of schools by districts											
		الوسطى Central	القصيم Qaseem	جدة Jeddah	مكة Mecca	الطائف Taif	المدينة Medina	الشرقية Sharqia	الاحساء Al-Ahsa	الجنوبية Southern	الشمالية Northern	المدارس الاهلية Private Schools	
1-50	157	54	26	2	4	14	7	6	7	24	8	5	
51-75	98	26	13	6	3	9	7	2	4	20	5	3	
76-100	71	15	11	3	5	7	2	6	1	15	1	5	
101-125	41	4	9	-	3	7	1	2	3	8	2	2	
125-150	47	11	2	2	5	2	5	5	3	6	-	6	
151-175	35	12	3	2	4	2	1	-	5	4	-	2	
176-200	24	7	-	1	3	3	2	1	2	3	-	2	
201-300	105	27	13	4	5	7	6	14	10	9	5	5	
301-400	86	20	7	5	8	4	2	15	9	7	4	5	
401-500	67	14	3	5	10	4	8	7	6	4	3	3	
501-600	67	16	2	15	9	4	8	7	3	3	-	-	
601-700	41	16	1	9	3	5	3	1	2	1	-	-	
701-800	14	2	1	3	2	5	-	-	-	1	-	-	
801-900	16	2	-	3	3	-	2	4	1	-	1	-	
901-1000	3	-	1	-	-	-	-	-	-	-	-	-	
Over 1000	8	3	-	-	1	-	1	3	-	-	-	-	
Total	880	231	91	61	68	73	55	73	56	105	29	38	

جدول ٢٤ ــ توزيع مدارس البنين الابتدائية فى المناطق التعليمية حسب الصف الحالى

فى عام ١٣٩٥/٩٤هـ

Table 24 - District-wise distribution of BOYS elementary schools by highest grade therein 1974/75.

District	Total	Schools by highest grade العالى						عدد المدارس حسب الصف	
		الاول I	الثانى II	الثالث III	الرابع IV	الخامس V	السادس IV		
Abha	191	11	15	9	17	10	129	أبهـا	
Al-Ahsa	87	-	-	1	1	7	78	الاحساء	
Al-Aflaj	22	-	-	-	2	1	19	الافلاج	
Al-Baha	122	3	1	8	9	3	98	الباحة	
Bisha	92	3	2	5	8	5	69	بيشة	
Jeda	126	19	5	5	5	3	89	جدة	
Jizan	127	7	13	5	11	16	75	جيزان	
Hail	83	-	-	5	6	1	71	حائل	
Riyadh	213	4	3	-	5	6	195	الرياض	
Sudir	50	3	2	1	8	2	34	سدير	
Sharqia	133	-	2	6	5	4	116	الشرقية	
Taif	166	8	1	9	15	10	123	الطائف	
Qasim	152	5	6	5	14	6	116	القصيم	
Qunfuda	79	3	9	3	14	3	47	القنفذة	
Medina	108	5	4	3	5	5	86	المدينة	
Mecca	87	5	2	2	7	1	70	مكة المكرمة	
Al-Washem	75	2	-	2	6	3	62	الوشم	
Tabuk	34	3	-	3	2	1	25	تبوك	
Al-Jouf	30	-	-	2	2	2	24	الجوف	
Al-Houta	19	-	-	-	1	1	17	الحوطة	
Al-Dawasser	18	-	-	-	1	2	15	الدواسر	
Uneza	13	-	-	-	1	1	11	عنيزة	
Nejran	38	-	2	4	7	2	23	نجران	
Total	2065*	81	67	78	152	95	1592	المجموع	

* مدارس وزارة المعارف فقط

* Schools under Ministry of Education only.

جدول ٢٥ ــ توزيع مدارس البنات الابتدائية فى المناطق التعليمية حسب الصف العالى

فى ١٣٩٥/٩٤هـ

Table 25 - District-wise distribution of GIRLS elementary schools by highest grade therein, 1974/75.

District	مجموع Total	عدد المدارس حسب الصف العالى Number of schools by highest grade						المنطقة
		الاول I	الثانى II	الثالث III	الرابع IV	خامس V	السادس VI	
Central	231	21	16	21	14	12	147	الوسطى
Qasseem	91	19	16	5	7	4	40	القصيم
Jedda	61	3	4	5	7	2	40	جدة
Mecca	68	5	5	1	5	2	50	مكة المكرمة
Taif	73	15	9	8	3	-	37	الطائف
Medina	55	5	8	3	6	1	32	المدينة
Sharqia	73	2	3	2	8	5	53	الشرقية
Al-Ahsa	56	3	5	8	7	3	30	الاحساء
Southern	105	28	18	9	9	3	38	الجنوبية
Northern	29	3	2	2	6	1	15	الشمالية
Private Schools	38	1	2	1	3	4	28	المدارس الاهلية
Total	880	106	88	65	75	37	510	

جدول ٢٦ ــ عدد الفصول فى الصفين الاول والسادس حسب عدد الطلاب والمناطق التعليمية

لعام ١٣٩٥/٩٤هـ (مدارس البنين التابعة لوزارة المعارف)

Table 26 - Number of classes in grade I and grade VI by size and district, 1974/75 (Boys schools under direct control of the Ministry of Education).

عدد الطلاب فى الفصل الواحد Pupils per class	مجموع الفصول Total Classes	عدد الفصول حسب المناطق Number of classes by District										
		ابها Abha	الاحساء Al-Ahsa	الافلاج Al-Aflaj	الباحة Al-Baha	بيشة Bisha	جدة Jedda	جيزان Jizan	حائل Hail	الرياض Riyadh	سدير Sudir	الشرقية Sharqia
الصف الاول GRADE I	3399	256	182	23	130	107	285	238	103	456	65	289
1-5	54	3	10	-	3	-	1	-	6	6	3	3
6-10	147	22	2	2	15	9	1	1	10	10	5	11
11-15	222	32	5	6	22	13	3	5	19	15	7	5
16-20	358	49	3	3	29	20	19	31	20	20	12	6
21-25	541	45	16	4	29	31	28	66	17	69	16	24
26-30	751	41	34	5	14	19	46	78	12	111	14	82
31-35	693	36	62	1	13	11	77	39	8	124	7	88
36-40	395	15	31	2	4	3	58	14	7	66	-	52
41-45	146	12	6	-	-	-	20	4	4	22	-	17
اكثر من ٤٥ Over 45	92	1	4	-	1	1	32	-	-	13	1	1
الصف الثانى GRADE VI	2072	146	101	20	103	75	150	88	75	321	37	179
1 -5	154	5	11	3	6	3	5	2	24	9	8	8
6-10	345	38	4	5	42	20	10	22	22	22	8	8
11-15	309	43	11	4	28	24	15	18	11	24	7	11
16-20	291	27	10	5	7	18	7	16	3	27	11	22
21-25	394	18	30	2	13	8	19	21	3	68	2	61
26-30	343	13	26	1	7	2	26	7	12	79	1	42
31-35	201	2	9	-	-	-	53	2	-	81	-	24
36-40	33	-	-	-	-	-	13	-	-	11	-	3
41-45	2	-	-	-	-	-	2	-	-	-	-	-
Over 45 اكثر من ٤٥	-	-	-	-	-	-	-	-	-	-	-	-

تابع جدول ٢٦ ــ عدد الفصول فى الصفين الاول والسادس حسب عدد الطلاب والمناطق التعليمية
لعام ١٣٩٥/٩٤هـ (مدارس البنين التابعة لوزارة المعارف)

Table 26 - (Contd.) Number of classes in grade I and Grade VI by size and district, 1974/75 (Boys schools under direct control of the Ministry of Education).

عدد الطلاب في الفصل الواحد Pupil per Class	عدد الفصول حسب المناطق Number of Classes by district											
	الطائف Taif	القصيم Qasim	القنفذة Qunfu-dah	المدينة Medina	مكة Mecca	الوشم Washim	تبوك Tabuk	الجوف Al-Jof	الحوطة Al-Hota	الدواسر Al-Dawaser	عنيزة Unesa	نجران Najran
الصف الاول GRADE I	241	204	105	184	205	89	61	47	24	23	24	58
1 -5	3	8	-	-	-	4	1	1	1	-	-	1
6-10	17	10	3	3	1	14	6	-	2	1	1	1
11-15	25	24	6	8	3	11	2	4	2	1	-	4
16-20	23	26	23	12	20	17	4	4	8	2	5	2
21-25	29	30	21	30	26	24	4	6	4	8	4	10
26-30	49	48	28	30	60	10	11	21	4	4	5	16
31-35	55	27	11	43	53	6	6	7	2	4	2	11
36-40	28	24	8	30	27	2	8	1	1	3	4	7
41-45	8	4	3	17	12	1	7	3	-	-	3	3
Over 45 اكثر من ٤٥	4	3	2	11	3	-	12	-	-	-	-	3
الصف الثانى GRADE VI	154	142	47	91	139	64	30	28	21	15	18	28
1 -5	12	29	2	9	1	11	3	1	1	-	-	-
6 -10	32	32	14	16	12	23	5	5	1	1	1	2
11-15	25	22	12	13	9	8	5	8	6	6	2	2
16-20	20	32	6	10	9	16	3	19	10	5	7	11
21-25	24	17	8	31	37	3	8	4	2	3	5	7
26-30	34	10	5	10	50	2	3	5	1	-	3	4
31-35	7	-	-	2	18	1	1	1	-	-	-	-
36-40	-	-	-	-	3	-	2	-	-	-	-	1
41-45	-	-	-	-	-	-	-	-	-	-	-	-
Over 45 اكثر من ٤٥	-	-	-	-	-	-	-	-	-	-	-	-

ملاحظة : حيث كان يوجد اكثر من فصل (واحد) فى صف من الصفوف فقد احتسب متوسط عدد الطلاب فى الفصل بتقسيم عدد طلاب الصف على عدد الفصول فى ذلك الصف

Note: Where more than one class of a grade were in existance, the average class size has been calculated by dividing the number of pupils in the grade by the number of classes in that grade.

جدول ٢٧ ــ عدد الفصول فى الصفين الاول والسادس (حسب عدد الطالبات والمناطق) فى مدارس البنات الابتدائية لعام ١٣٩٥/٩٤هـ

Table 27 - Number of Classes in grade I and grade VI in GIRLS elementary schools, 1974/75 (by size and district).

عدد الطالبات فى الفصل الواحد Pupils per Class	مجموع الفصول Total Classes	عدد الفصول حسب المناطق Number of Classes by district											
		الوسطى Central	القصيم Qasim	جدة Jedda	مكة Mecca	الطائف Taif	المدينة Medina	الشرقية Sharqia	الاحساء Al-Ahsa	الجنوبية Southern	الشمالية Northern	المدارس الاهلية Private Schools
الصف الاول GRADE I	1571	417	125	144	141	138	116	93	106	174	47	70
1-5	10	4	1	1	-	-	-	2	2	-	-	-
6-10	45	20	6	1	2	2	2	1	2	4	4	1
11-15	52	19	8	1	1	2	3	6	1	10	1	-
16-20	124	45	16	4	2	12	2	11	5	23	3	1
21-25	159	38	25	2	9	9	7	13	12	27	3	14
26-30	219	52	22	7	22	15	15	23	20	26	5	12
31-35	296	67	20	34	28	20	29	22	34	25	7	10
36-40	262	78	10	40	38	22	16	5	13	22	11	7
41-45	210	56	4	27	17	20	18	6	13	19	11	19
Over 45 اكثر من ٤٥	194	38	13	27	22	36	24	4	4	18	2	6
الصف الثانى GRADE VI	889	238	52	87	87	52	59	167	50	43	23	31
1 -5	15	3	-	1	2	3	2	1	-	-	1	2
6 -10	32	11	5	-	-	4	-	4	2	2	-	4
11-15	53	18	6	2	4	5	1	3	-	6	2	6
16-20	72	22	8	4	4	2	7	-	6	9	3	7
21-25	148	60	6	4	18	7	12	6	14	10	7	4
26-30	214	60	14	24	26	15	8	33	21	8	4	4
31-35	181	43	10	26	24	9	20	33	5	8	3	-
36-40	111	17	2	17	9	4	5	48	2	2	3	2
41-45	46	4	1	7	-	3	4	25	-	1	-	1
Over 45 اكثر من ٤٥	17	-	-	2	-	-	-	14	-	-	-	1

ملاحظة : حيث كان يوجد اكثر من فصل (واحد) فى صف من الصفوف فقد احتسب متوسط عدد الطالبات فى الفصل بتقسيم عدد طالبات الصف على الفصول فى ذلك الصف .

Note: Where more than one class of a grade were in existance, the average class size has been calculated by dividing the number of pupils in the grade by the number of classes in that grade.

جدول ٢٨ — توزيع مدارس البنين الابتدائية في المناطق التعليمية حسب عدد المعلمين لعام ١٣٩٤/١٣٩٥هـ

Table 28 - District-wise distribution of BOYS elementary schools number of teachers, 1974/75.

عدد المعلمين Number of Teachers	المجموع Total	ابها Abha	الاحساء Al-Ahsa	الافلاج Al-Aflaj	الباحة Al-Baha	بيشة Bisha	جدة Jedda	جيزان Jizan	حائل Hail	الرياض Riyadh	سدير Sudir
1	38	1	5	-	3	-	3	-	-	2	2
2	79	14	1	-	-	2	13	1	2	7	5
3	123	14	5	2	2	5	4	2	11	8	7
4	142	22	3	2	18	8	6	3	15	6	1
5	174	10	1	6	9	10	9	15	14	18	7
6	157	12	4	1	11	8	9	14	10	5	4
7	278	25	-	3	62	26	7	17	3	16	1
8	244	40	2	4	8	14	8	14	14	17	9
9	118	14	4	1	2	4	9	17	4	10	1
10 or more ١٠ أو أكثر	712	39	62	3	7	15	58	44	10	124	13
	2065	191	87	22	122	92	126	127	83	213	50

الشرقية Sharqia	الطائف Taif	القصيم Qasim	القنفذة Qunfuda	المدينة Medina	مكة المكرمة Mecca	الوشم Al-Washem	تبوك Tabuk	الجوف Al-Jouf	الحوطة Al-Houta	الدواسر Al-Dawasser	عنيزة Uneza	نجران Nejran
3	8	5	-	1	1	3	-	1	-	-	-	-
4	3	13	1	5	3	1	2	2	-	-	-	-
4	21	10	5	3	1	15	3	-	-	-	-	1
2	25	7	3	4	2	8	4	-	-	-	1	2
7	14	8	8	7	3	8	5	2	2	3	-	8
6	21	7	10	7	4	9	5	5	1	-	-	4
5	29	25	14	21	5	8	-	5	1	3	1	1
6	10	38	10	13	9	10	-	1	3	7	1	6
6	1	6	10	6	9	4	2	1	3	1	1	2
90	34	33	18	41	50	9	13	13	9	4	9	14
133	166	152	79	108	87	75	34	30	19	18	13	38

جدول ٢٩ — توزيع مدارس البنات الابتدائية فى المناطق التعليمية حسب عدد المعلمات

لعام ١٣٩٥/٩٤هـ

Table 29 - District-wise distribution of Girls Elementary schools by number of teachers, 1974/75

عدد المعلمات Number of Teachers	المجموع Total	الوسطى Central	القصيم Qasim	جدة Jedda	مكة Mecca	الطائف Taif	المدينة Medina	الشرقية Eastern	الاحساء Ahsa	الجنوبية Southern	الشمالية Northern	المدارس الاهلية Private Schools.
1	37	8	9	1	3	9	2	1	1	2	1	-
2	121	25	21	4	6	13	4	1	6	32	5	4
3	59	17	7	3	2	6	2	6	5	8	3	-
4	62	19	5	6	2	4	7	1	2	12	2	2
5	35	8	5	-	4	2	5	2	2	3	2	2
6	46	8	9	2	4	4	3	3	1	8	1	3
7	33	11	2	1	1	3	-	1	6	3	-	5
8	55	19	4	-	5	2	4	4	2	8	2	5
9	48	13	5	4	1	4	3	3	3	8	1	3
10 or more.	384	103	24	40	40	26	25	51	28	21	12	14
	880	231	91	61	68	73	55	73	56	105	29	38

جدول ٣٠ – توزيع مدارس البنين فى المناطق التعليمية حسب عدد الطلاب للمعلم الواحد

لعام ١٣٩٤/١٣٩٥هـ

Table 30 - District-wise distribution of boys schools* by number of pupils per teacher, 1974/75.

عدد الطلاب للمعلم الواحد Pupils per teacher	المجموع Total	ابها Abha	الاحساء Ahsa	الافلاج Al-Aflaj	الباحة Albaha	بيشة Besha	جدة Jedda	جيزان Jizan	حائل Hail	الرياض Riyadh	سدير Sudir
10 or less	389	34	14	8	42	5	2	3	46	36	20
11-15	481	63	10	8	36	36	19	32	24	19	17
16-20	580	55	32	4	28	41	34	62	6	37	12
21-25	418	27	30	2	15	9	24	25	6	73	1
26-30	142	4	1	-	1	1	36	5	1	39	-
31-Above	55	8	-				11	-	-	9	-
TOTAL	2065	191	87	22	122	92	126	127	83	213	50

الشرقية Eastern	الطائف Taif	القصيم Qasim	القنفذة Qonfudah	المدينة Medina	مكة المكرمة Mecca	الوشم Washem	تبوك Tabuk	الجوف Aljouf	الحوطة والحريق Hota Haring	الدواسر Al-Dawaser	عنيزة Uneza	نجران Najran
17	21	51	9	20	8	27	9	5	5	2	1	4
12	37	49	29	9	18	24	4	6	11	7	3	8
23	44	39	34	36	25	19	9	10	3	8	7	13
56	39	9	5	34	29	2	8	9	-	1	2	12
23	11	1	2	8	4	1	3	-	-	-	-	1
2	14	4	1	1	3	2	1	-	-	-	-	-
133	166	152	79	108	87	75	34	30	19	18	13	38

Note: * Only schools under the Ministry of Education are included.

ملاحظة: لم تدرج سوى المدارس التابعة لوزارة المعارف

التوقعـــــات (١٣٩٥ ـ ١٤٠٥)

PROJECTIONS (1975 - 1985)

- Enrolment المسجلون

- Teachers المعلمون والمعلمات

جدول ٣٢ ــ معدلات الترفيع والرسوب والتسرب في المرحلة الابتدائية (ذكور) في الفترة من ١٣٩٠هـ الى ١٤٠٥هـ (النسبة المئوية)

Table 32 - Promotion, repetition and drop-out rates at elementary level (BOYS), 1975 - 1985. (Per cent)

Year	الصف الاول Grade I			الصف الثاني Grade II			الصف الثالث Grade III			الصف الرابع Grade IV			الصف الخامس Grade V			الصف السادس Grade VI			السنة
	P	R	D	P	R	D	P	R	D	P	R	D	P	R	D	P	R	D	
1974/75	73	22	5	82	16	2	82	16	2	68	27	5	77	18	5	72	23	5	1394/95
1975/76	74	21	5	82	16	2	82	16	2	69	26	5	78	17	5	74	21	5	1395/96
1976/77	76	19	5	83	15	2	83	15	2	71	25	4	79	16	5	76	19	5	1396/97
1977/78	78	17	5	84	14	2	84	14	1	73	23	4	80	16	4	78	18	4	1397/98
1978/79	80	15	5	85	14	1	85	14	1	75	21	4	81	15	4	81	15	4	1398/99
1979/80	82	13	5	86	13	1	86	13	1	77	19	4	83	13	4	84	12	4	1399/1400
1980/81	84	11	5	87	12	1	87	12	1	79	18	3	85	12	3	86	11	3	1400/01
1981/82	86	9	5	88	11	1	88	11	1	81	16	3	87	10	3	88	9	3	1401/02
1982/83	88	7	5	89	10	1	89	10	1	83	15	3	89	9	2	89	9	2	1402/03
1983/84	90	5	5	90	9	1	90	9	1	85	13	2	90	8	2	90	8	2	1403/04
1984/85	90	5	5	90	9	1	90	9	1	87	11	2	90	8	2	90	8	2	1404/05

ملاحظة : ١ــ١٩٧٠ــ١٩٧٤ : معدلات واقعية •

٢ــ١٩٧٥ــ١٩٨٠ : معدلات تم توقعها مع الاخذ في الاعتبار الاهداف الموضوعية لعام ١٩٧٩ / ٨٠ في الخطة الخمسية الثانية •

٣ــ١٩٨٠ــ١٩٨٥ : معدلات تم توقعها •

Notes: (1) 1970-1974 : Observed rates

(2) 1975-1980 : Projected rates keeping in view targets set for 1979/80 in the second five year plan.

(3) 1980-1985 : Projected rates.

جدول ٣٣ ــ معدلات الترفيع والرسوب والتسرب فى المرحلة الابتدائية (اناث) فى الفترة من ١٣٩٠هـ الى ١٤٠٥هـ (النسبة المئوية)

Table 33 - Promotion repetition and dropout rates at elementary level (GIRLS) , 1975 - 1985 (per cent)

Year	الصف الأول Grade I			الصف الثاني Grade II			الصف الثالث Grade III			الصف الرابع Grade IV			الصف الخامس Grade V			الصف السادس Grade VI			السنة
	P	R	D	P	R	D	P	R	D	P	R	D	P	R	D	P	R	D	
1974/75	84	12	4	88	11	1	88	11	1	78	19	3	84	12	4	94	5	1	1394/95
1975/76	85	12	3	89	10	1	89	10	1	80	17	3	85	11	4	94	5	1	1395/96
1976/77	86	11	3	90	9	1	90	9	1	82	16	2	86	11	3	94	5	1	1396/97
1977/78	88	9	3	91	8	1	91	8	1	84	14	2	88	9	3	94	5	1	1397/98
1978/79	90	8	2	92	7	1	92	7	1	86	12	2	90	8	2	94	5	1	1398/99
1979/80	92	6	2	93	6	1	93	6	1	88	10	2	92	6	2	94	5	1	1399/1400
1980/81	92	6	2	93	6	1	93	6	1	89	9	2	92	6	2	94	5	1	1400/01
1981/82	93	5	2	93	6	1	93	6	1	90	8	2	92	6	2	94	5	1	1401/02
1982/83	93	5	2	94	5	1	94	5	1	91	8	1	93	6	1	94	5	1	1402/03
1983/84	94	4	2	94	5	1	94	5	1	93	6	1	94	5	1	95	4	1	1403/04
1984/85	95	3	2	95	4	1	95	4	1	95	4	1	95	4	1	95	4	1	1404/05

ملاحظة : ١ــ ١٩٧٠ــ١٩٧٤ : معدلات واقعية

٢ــ ١٩٧٥ــ١٩٨٠ : معدلات تم توقعها مع الاخذ فى الاعتبار الاهداف الموضوعية لعام ١٩٧٩/٨٠م فى الخطة الخمسية الثانية .

٣ــ ١٩٨٠ــ١٩٨٥ : معدلات تم توقعها

Notes: 1970-1974 : Observed rates

1975-1980 : Projected rates keeping in view the targets set for 1979/80 in the second five year plan.

1980-1985 : Projected rates

Alternative I

البديل الاول :

جدول ٣٤ ــ عدد الطلاب المتوقع التحاقهم بالمرحلة الابتدائية حسب الصفوف للفترة من ١٣٩٥ الى ١٤٠٥هـ (بالالاف)

Table 34 - Projections of BOYS enrolment at elementary level by grade 1975 - 1985 (Thousands).

Year	المستجدون New Entrants	الصف الاول Grade I	الصف الثاني Grade II	الصف الثالث Grade III	الصف الرابع Grade IV	الصف الخامس Grade V	الصف السادس Grade VI	مجموع Total I - VI	السنة
1974/75	78	97	77	70	71	53	43	411	1394/95
1975/76	127	148	83	74	76	58	51	490	1395/96
1976/77	104	135	123	80	81	62	56	537	1396/97
1977/78	108	134	121	104	86	67	60	573	1397/98
1978/79	111	134	122	117	87	74	65	599	1398/99
1979/80	114	134	124	120	117	76	70	641	1399/1400
1980/81	117	134	126	122	125	100	71	678	1400/01
1981/82	120	135	128	124	129	111	93	720	1401/02
1982/83	123	135	130	126	130	115	105	741	1402/03
1983/84	126	136	132	129	132	118	111	758	1403/04
1984/85	130	137	134	132	133	121	115	772	1404/05

ملاحظة : ١ــ لقد وضعت التوقعات المتعلقة بالمستجدين فى الصف الاول للفترة من ١٩٧٥ ــ ١٩٨٠ مع الاخذ فى الاعتبار الاهداف الواردة فى الخطة الخمسية الثانية

٢ــ لقد وضعت التوقعات الخاصة بالمسجلين فى الصفوف على اساس معدلات الترفيع والرسوب كما هو مبين فى الجدول ٣٢ .

Note: (1) New entrants to grade I from years 1975/1980 have been projected keeping in view the targets set in the second Five-year plan.

(2) Grade enrolment has been projected by applying promotion and repetition rates as shown in table 32.

البديل الثانى :

Alternative II

جدول ٣٥ ــ عدد الطلاب المتوقع التحاقهم بالمرحلة الابتدائية حسب الصفوف للفترة من ١٣٩٥هـ الى ١٤٠٥هـ (بالالاف)

Table 35 - Projections of BOYS enrolment at elementary level by grade, 1975 - 1985 (Thousands).

Year	المستجدون New Entrants	الصف الاول Grade I	الصف الثانى Grade II	الصف الثالث Grade III	الصف الرابع Grade IV	الصف الخامس Grade V	الصف السادس Grade VI	مجموع Total I - VI	السنة
1974/75	78	97	77	70	71	53	43	411	1394/95
1975/76	86	107	83	74	76	58	51	449	1395/96
1976/77	95	117	92	80	81	62	56	488	1396/97
1977/78	105	127	103	88	86	68	60	532	1397/98
1978/79	111	132	113	100	94	74	65	578	1398/99
1979/80	114	134	122	110	105	82	70	623	1399/1400
1980/81	117	134	126	119	115	92	76	662	1400/01
1981/82	120	135	128	124	125	102	86	700	1401/02
1982/83	123	135	130	127	129	111	97	729	1402/03
1983/84	126	135	132	129	132	117	108	753	1403/04
1984/85	130	137	134	131	133	121	114	770	1404/05

ملاحظة : التوقعات الخاصة بالمستجدين لعامى ١٩٧٨ / ١٩٧٩ و ٨٠ هى نفس التوقعات الواردة فى الخطة الخمسية الثانية ، ولكن التوقعات الخاصة بالسنوات الثلاث الاولى قد وضع معدل لها على أساس الاتجاهات التى كانت سائدة فى الاعوام السابقة من ناحية وعلى اساس الاهداف المرسومة للخطة الخمسية الثانية من ناحية اخرى .

Note: (1) Projection of new entrants for the years 1978/79 and 1979/80 are the same as shown in the second Five-Year Plan. However projections for first three years have been smoothed out partly on the basis of past trend and partly in view of the targets of the second plan.

جدول ٣٦ ــ عدد الطالبات المتوقع التحاقهن بالمرحلة الابتدائية حسب الصفوف للفترة من ١٣٩٥هـ الى ١٤٠٥هـ (بالالاف)

Table 36 - Projections of GIRLS enrolment at primary level by grade 1975 - 1985 (Thousands).

Year	New Entrants	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI	Total I - VI	السنة
1974/75	48	55	45	39	36	27	21	223	1394/95
1975/76	52	59	51	44	41	31	24	250	1395/96
1976/77	57	64	55	49	46	36	27	277	1396/97
1977/78	62	69	60	54	51	41	32	307	1397/98
1978/79	67	73	66	59	56	46	37	337	1398/99
1979/80	72	78	71	64	61	51	43	368	1399/1400
1980/81	77	82	76	69	65	56	48	396	1400/01
1981/82	82	87	80	74	70	61	53	425	1401/02
1982/83	88	92	86	79	75	66	59	457	1402/03
1983/84	94	98	91	84	80	71	64	488	1403/04
1984/85	100	104	96	89	85	76	69	519	1404/05

ملاحظة : ١ــ لقد وضعت التوقعات المتعلقة بالمستجدات فى الصف الاول للفترة من ١٩٧٥ الى ١٩٨٠ م مع الاخذ بالاعتبار الاهداف الواردة فى الخطة الخمسية الثانية .

٢ــ لقد وضعت التوقعات الخاصة بالمسجلات فى الصفوف على اساس معدلات الترفيع والرسوب كما هو مبين فى الجدول ٣٣ .

Notes: (1) New entrants to grade from 1975-1980 have been projected keeping in view the target set in the seconf five year plan.

(2) Grade enrolment has been projected by applying promotion and repetition rates as shown in table 33.

جدول ٣٧ ــ عدد المعلمين والمعلمات المتوقع التحاقهم بالمرحلة الابتدائية للفترة من ١٣٩٥هـ الى ١٤٠٥هـ (بالالاف)

Table 37 - Projections of Teachers for elementary schools 1975/80 (Thousands)

Year	Men Teachers المعلمون			Women Teachers المعلمات			السنة
	المجموع Total	سعودى Saudi	غير سعودى Non-Saudi	المجموع Total	سعودية Saudi	غير سعودية Non-Saudi	
1974/75	20.9	13.4	7.5	8.9	4.8	4.1	1394/95
1975/76	24.5	15.2	9.3	10.0	5.9	4.1	1395/96
1976/77	26.9	17.4	9.5	11.1	7.4	3.7	1396/97
1977/78	28.7	20.0	8.7	12.3	9.2	3.1	1397/98
1978/79	30.0	23.0	7.0	13.5	11.3	2.2	1398/99
1079/80	32.0	26.4	5.6	14.7	13.9	0.8	1399/1400
1980/81	33.9	29.1	4.8	15.8	15.8	-	1400/01
1881/82	36.0	31.7	4.3	17.0	17.0	-	1401/02
1982/83	37.1	34.2	2.9	18.3	18.3	-	1402/03
1983/84	37.9	36.7	1.2	19.5	19.5	-	1403/04
1984/85	38.6	38.6	-	20.8	20.8	-	1404/05

Notes: (1) Total requirement of teachers has been calculated at an average pupil-teacher ratio of 20 for boys schools and 25 for girls schools.

(2) Estimates of Saudi teachers are based on (a) teacher production targets of the second Five year plan which are 15.6 thousand for men and 11.1 thousand for women teachers. (b) Annual loss to retirement death, change of profession which have been assumed at 3% and 5% per annum for men and women teachers respectively. (c) The teacher production level of the last year of the second plan which is 3.5 thousand for each sex has been assumed to be kept through the post-second plan period.

(3) Teacher produced in 1974/75 session have been assumed to join in the first year of the plan and similarly the graduates of 1978/79 session will be available for service during 1979/80, the last year of the plan.

جدول ٣٨ ــ الاهداف المرسومة للتعليم الابتدائى فى الخطة الخمسية الثانية •

Table 38 - Physical targets of the second five year plan for elementary education.

Item	Sex	1974/75	1979/80	الجنس	البيان
Schools	Boys	2,072	2,933	بنون	المدارس
	Girls	215	353	بنات	
	Total	2,287	3,286	مجموع	
*Pupils	Boys	405,000	688,000	بنون	الطلبة
	Girls	215,000	353,000	بنات	
	Total	620,000	1,041,000	مجموع	
*Graduates	Boys	31,200	59,000	بنون	الخريجون
	Girls	18,500	38,500	بنات	والخريجات
	Total	49,700	97,500	مجموع	
*Teachers	Men	21,900	34,400	ذكور	المعلمون
	Women	9,000	16,100	اناث	والمعلمات
	Total	30,900	50,500	مجموع	

*Total number of teachers to be trained during 5 years 1975-1980			مجموع المعلمين والمعلمات الواجب تدريبهم خلال خمس سنوات فى ١٣٩٥ الى ١٤٠٠هـ
	Men	15,600	ذكور
	Women	11,100	اناث
	Total	26,700	مجموع

*Figures rounded.

* العدد التقريبى

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